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The Significance of Various Kinds of Preparation for the City Elementary-School Principalship in Pennsylvania

With Implications for a Program for Preparing for the Elementary-School Principalship

BY

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M. E. M.

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S H S T C I B R A R Y

CHAPTER I

INTRODUCTION

"As is the principal, so is the school," [1] is a much quoted and more than less true statement made by Cubberley. Since two-thirds of all persons enrolled in the public schools of the United States attend the elementary schools, it follows that elementary-school principals hold key positions in the great work of educating "all the children of all the people." An examination of more than thirty of the most important references in the field of the elementary-school principalship, including books, yearbooks, and periodicals, revealed the fact that among the fifteen topics discussed, including duties, assistance, qualifications, tenure, salary, experience, age, and the like, training or preparation was significantly in the lead. Thus the preparation of the elementary-school principal is a current and vital problem in education. Although the authors of the above mentioned references have investigated the preparation of elementary-school principals, none has attempted to find what relationships exist between preparation and each of a number of factors such as type of position held, tenure, salary, length of experience, and success.

Purpose of the Study

It is the purpose of this study: (1) to determine the variations among groups of city elementary-school principals with respect to preparation, length and kind of experience, age, sex, size of school, success, training of faculty, salary, and mobility; (2) to discover resemblances, if any, among these variations; (3) to determine the significance of the variations and of any resemblances that may be found among them. Some of the questions upon which this study aims to throw light are the following:

1. How have the elementary-school principals of the cities of Pennsylvania been prepared?

[1] Cubberley, E. P. *The Principal and His School.* Houghton Mifflin Company, 1923, p. 22.

2. How do these principals compare with elementary-school principals throughout the country as regards preparation, salary, tenure, kinds and length of experience, growth in service, age, etc.?

3. What characterizes the principal who leaves the principalship?

4. What relationships exist between different kinds of preparation and many other factors? For example, are the principals with the best preparation

(*a*) the highest salaried?
(*b*) the most stable as regards position?
(*c*) the most satisfied with the work of the principalship?
(*d*) the youngest?
(*e*) non-teaching or teaching principals?
(*f*) adequately supplied with clerical help?
(*g*) in charge of the largest schools?
(*h*) regarded as most successful by their superintendents?
(*i*) in charge of teachers who grow most in service?
(*j*) those who grow continuously in service?
(*k*) those with the most varied experience?
(*l*) those who supplement their salary?
(*m*) in charge of well-trained teachers?
(*n*) men or women?
(*o*) etc.

Sources of Data

In the fall of 1928 the Department of Public Instruction, under the direction of Dr. John A. H. Keith, Superintendent of Public Instruction for the Commonwealth of Pennsylvania, sent a questionnaire hereinafter referred to as a state blank to every teacher, supervisor, and administrator engaged in public education in Pennsylvania. Early in March, 1929, the author sent a questionnaire to all elementary-school principals in the cities of Pennsylvania in order to supplement very materially the data obtained from the state blanks. This second questionnaire was sent out through the Department of Public Instruction over the signature of Dr. Keith. At the same time, a letter signed by Dr. Keith was sent to the superintendents of public schools in the cities of Pennsylvania requesting them to rank their elemen-

tary-school principals according to their success. A list of qualifications generally believed to be desirable in an elementary-school principal was included in the letter, and the superintendents were invited to indicate a few of the qualifications among those listed which each principal in large measure possessed or lacked. A copy of the state blank, the questionnaire, and the letter to superintendents may be found in the Appendix.

In addition to these facts concerning present elementary-school principals, data were secured from the state blanks regarding persons who had been elementary-school principals since 1919, but who do not now hold such positions, although they are engaged in public education in Pennsylvania.

Hollerith cards were used to facilitate tabulation of the data. A Hollerith card was designed by the author to care for all of the necessary data from the state blanks and for as many of the items on the questionnaire as lent themselves to simple codification.

Sampling

As has already been said, two questionnaires (the state blank and the detailed questionnaire) were sent to every elementary-school principal in the cities of Pennsylvania. The state blanks were returned by approximately 100 per cent of the principals. Eighty-two per cent of the principals or four hundred ninety-eight of them returned the detailed questionnaire. Of these four hundred ninety-eight questionnaires returned, four hundred sixty-two were found to contain sufficient data to be used in this study. These four hundred sixty-two returns represent 75 per cent of all elementary-school principals in Pennsylvania cities. In order to determine how representative this group was, tables of ages, certification, salary, experience, and the like were compiled using all of the state blanks. Tables of ages, certification, salary, experience, and the like were also compiled using only the state blanks of principals who also returned the detailed questionnaire. The medians were identical for both sets of data in all tables save one, and in this instance, the difference was inconsequential. Thus it may be concluded that the data from the 75 per cent of the group filling out and returning the questionnaires are representative of the entire group of elementary-school principals.

Organization of the Study

The present chapter has been concerned with the purpose of the study and the sources of data. Chapter II deals with the preparation of elementary-school principals in Pennsylvania and indicates the basis upon which the principals are grouped into three classes so far as preparation is concerned. In it is a discussion of the professional preparation of the three groups of principals. In Chapter III, the typical elementary-school principal of Pennsylvania cities is compared with principals throughout the country as regards salary, sex, experience, age, tenure, duties, and the like. The three groups of principals are compared with respect to the above characteristics, also. Chapter IV is concerned with data of former principals in Pennsylvania. In it the various characteristics of persons lost to the principalship are compared with the characteristics of those remaining in the work. Chapter V presents the summary, conclusions, and recommendations of the study. The Appendix includes copies of the state blank, questionnaire, and letter used in this study.

CHAPTER II

PREPARATION

Classification

For the purposes of this study, the elementary-school principals were divided into three groups on the basis of the type of state certificate held. This basis of classification was selected for two reasons: first, because the certification regulations now in effect were instituted fairly recently, i.e., on December 1, 1921; and second, because the certification of teachers is likely to represent a more thoroughly standardized procedure than is their training. Were the principals classified according to the highest type of school from which they have been graduated, many difficulties would present themselves. For example, a number of so-called normal school graduates do not hold normal school certificates and some principals who are college graduates and have degrees do not hold college certificates. This is probably due to the fact that as far as the normal school graduates are concerned, they completed only a one-year course. College graduates who do not hold college certificates are probably deficient in credits in education including practice teaching.

The elementary-school principals have been classified into three groups; i.e., those holding standard certificates, those holding normal certificates, and those holding college certificates. Two questions arose in connection with the foregoing classification. First, do any principals hold less than a standard certificate? Second, do the principals hold the highest certificate to which they are entitled? In answer to the first question, only one principal holds a certificate below standard. Since the data concerning this principal was found to be typical of standard-certificated principals, she has been included in the group. As for the second question, out of four hundred sixty-two, only ten, or 2 per cent, claimed to be entitled to classification in a higher group than they now are. Of these ten principals, were

they classified according to the certification to which they claim to be entitled, one would be transferred from the standard group to the college group, seven from the normal group to the college group, and two from the standard group to the normal group. The total result, were these ten persons reclassified, would be to subtract three from the standard group, to subtract five from the normal group, and to add eight to the college group. However, these ten principals may not actually be eligible to the certificates to which they believe themselves entitled. Therefore these principals were classified according to present certification, especially since the data on the blanks and questionnaires of these persons were found to be typical of the groups to which their present certification entitles them.

The professional requirements for the three types of certificates are as follows:

I. STANDARD CERTIFICATE [1]

1. TEMPORARY

This certificate is issued by the Superintendent of Public Instruction and entitles the holder to teach for a period of two years the subjects prescribed for the curriculum of the elementary school or such subjects as may be specifically written upon its face in either the elementary or secondary field of education.

Applicants for this form of certificate must have completed an approved four-year high school curriculum, or equivalent education, and two years, or the equivalent, of professional preparation for teaching. The first renewal of this certificate is dependent upon a rating of "low" or better. Subsequent renewals require a rating of "middle" or better.

2. PERMANENT

This certificate will be issued by the Superintendent of Public Instruction to the holder of a temporary standard certificate or its equivalent at the end of any renewal period on a rating of "middle" or better and evidence of four years of successful teaching experience. . . .

Teachers in Service.[2] Teachers in the service of the public school system PRIOR TO JULY 1, 1922 [3] shall be given special consideration in connection with the regulations herein prescribed as provided below:

1. Two years of successful teaching upon a Professional Certificate or equivalent for all teachers now in service shall be presumed to be equivalent to a standard high school education.

[1] Bulletin No. 2, *The Teacher Bureau, Certification of Teachers.* Department of Public Instruction, Harrisburg, Pennsylvania, December, 1928.

[2] *Bulletin on Certification of Teachers.* Department of Public Instruction, Harrisburg, Pennsylvania, February, 1928.

[3] All of the elementary-school principals save one fall under this category.

2. Holders of Professional Certificates shall, upon the expiration thereof, receive a Partial Elementary or Partial Secondary Certificate as herein prescribed.
3. Permanent professional certificates restricted to the district for which they were issued, and teachers' permanent certificates issued in accordance with the provision of the law of 1867 shall be translated into permanent standard certificates.
4. Holders of Emergency Certificates A, Emergency Certificates B, and Professional Certificates, who are four-year high school graduates, shall receive the Partial Elementary or the Partial Secondary Certificate as herein prescribed.
5. Holders of Emergency Certificates A, Emergency Certificates B, and Provisional Certificates, who have less than a four year high school education, shall receive Partial Elementary, or Partial Secondary Certificates as herein prescribed, with the condition that they complete the high school work. To this end each year of approved experience shall equal three units of high school work but this credit for experience shall not be allowed after July 1, 1922. Four semester hours of credit toward the Standard Certificate in the elementary field shall be allowed for each year of approved experience PRIOR TO JULY 1, 1927, and a rating of "middle" or better. If rating is below "middle", three semester hours shall be allowed. However, no credit shall be given for experience beyond fifteen years.

II. NORMAL[4]

1. CERTIFICATE

This certificate is issued only to graduates of the Pennsylvania State Normal Schools or State Teachers' Colleges, who have met full requirements for admission to and graduation from a prescribed two-year curriculum in the field of elementary education or from the three-year junior high school curriculum. This certificate, if based upon the two-year elementary school curriculum, is a license to teach in any public elementary school for a period of two years, or if based upon the three-year junior high school curriculum, is a license to teach for a period of two years in any junior high school the subject or subjects indicated upon its face.

A normal equivalent certificate will be issued to the graduates of the teacher training schools in districts of the first class approved by the Superintendent of Public Instruction. The holder of this certificate is entitled to teach for two years in any public elementary school. This certificate may be renewed once upon a rating of "low" or better.

2. DIPLOMA

This certificate is issued only to graduates of the two or three-year curricula of the Pennsylvania State Normal Schools or State Teachers' Colleges who since graduation have taught successfully for two years in the public schools of this Commonwealth with a rating of "middle" or

[4] Bulletin No. 2, *The Teacher Bureau, Certification of Teachers.* Department of Public Instruction, Harrisburg, Pennsylvania, December, 1928, pp. 9 ff.

better. A normal equivalent diploma will be similarly issued to the holders of normal equivalent certificates.

The holders of these certificates are entitled to teach for life in any public elementary or junior high school of this Commonwealth, subject to the limitations of the certificate regulations herein set forth.

III. COLLEGE

1. Provisional College Certificate

This certificate entitles the holder to teach for three years in any public high school of the Commonwealth, the subjects indicated on its face, and to teach in the elementary field where the applicant is the holder of a certificate for teaching in this field, or has completed an approved curriculum in a school of education in preparation for teaching in such field.

Such a curriculum will be approved when the six semester hours of prescribed electives are in the field of elementary education and the six semester hours of practice teaching are with pupils of elementary school age.

The applicant for this certificate must be a graduate of an approved college or university and must have successfully completed at least *Eighteen* semester hours of work of college grade in education distributed as follows:

Introduction to Teaching.....3 semester hours
Educational Psychology.....3 semester hours
Electives in Education selected from the following list..6 semester hours

Secondary Education
Elementary Education
School Efficiency
Special Methods
School Hygiene
Educational Administration
Educational Measurements
Educational Sociology
Educational Systems
History of Education
Principles of Education
Educational Psychology
Technique of Teaching

Practice teaching in the appropriate field.....6 semester hours

The practice teaching requirement may be met by one hour a day of observation and practice teaching, with one hour a week of conference in connection therewith for one half year.

Three years of successful teaching experience in the field in which certification is sought, together with a teaching rating of "middle" or better, may be accepted as the equivalent of the practice teaching requirement.

Until September 1, 1931, the holder of this certificate will be certificated to teach subjects in which not fewer than twelve semester hours have

been completed and after September 1, 1931, to teach subjects in which not less than eighteen semester hours have been completed.

The scope of this certificate will be extended to cover a field of learning when the distribution of the applicant's credentials so warrant.

This certificate may be renewed once on a rating of "low" or better plus six additional semester hours of work of college grade, one half of which must be professional.

For the present, the six semester hours of practice teaching required for the college certificate and for the standard certificate may be met by presenting evidence of not fewer than six semester hours of observation, participation, and teaching under approved supervision and conference, not fewer than three of which shall be teaching under approved supervision and conference, during employment as a teacher in any school district. In order that credit may be received under this special plan the authorities employing the teacher seeking such certification must present in advance for approval the plan for meeting these requirements.

2. Permanent College Certificate

The issue of this certificate is dependent upon the possession of the qualifications required for the provisional college certificate and in addition thereto three years of successful teaching experience in the appropriate field in the public schools of the Commonwealth with a teaching rating of "middle" or better and the satisfactory completion of at least six semester hours of additional preparation of collegiate grade, completed subsequent to the baccalaureate degree, one half of which must be professional and the remainder related to the subjects or subject fields in which the candidate is certified to teach.

The expression "in the appropriate field", in the preceding or any other paragraph, refers to the age levels of child-life commonly known as elementary and secondary. In this connection successful teaching experience with pupils of seventh and eighth grades may be considered to apply in either classification.

This certificate entitles the holder to teach for life in any public school of the Commonwealth, the subjects indicated on its face.

The four hundred sixty-two elementary-school principals used as the basis for this study are distributed according to certification as follows:

Certification	Number	Percentage
Standard	138	29.9
Normal	167	36.1
College	157	34.0
Total	462	100.0

How do the three groups compare in size? Figure 1 shows that the differences are not very great, there being nearly 30 per cent having standard certification, 36 per cent having normal certification, and 34 per cent with college certificates. The distribution is nearly normal, skewed somewhat in favor of college certification.

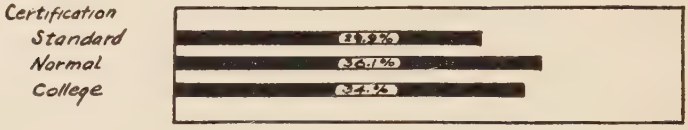

FIGURE 1. Percentages of Elementary-School Principals Having Standard, Normal, and College Certification

How does Pennsylvania compare with the country in general as regards the preparation of its elementary-school principals? Thirty-four per cent of Pennsylvania principals hold college certificates. This means that at least 34 per cent of the elementary-school principals hold college degrees. But twenty-four principals were found to hold college degrees although they are not entitled to college certification probably because they lack required work in education. Adding this group to the college-certificated group, we find that 39 per cent of the elementary-school principals in Pennsylvania cities hold college degrees.

The Committee on Standards and Training for the Elementary School Principalship [5] reported that of six hundred forty-seven unselected supervising principals 47 per cent hold degrees and that 85 per cent of a group of selected successful principals are college graduates. The report also indicates that among teaching principals only 20 per cent hold degrees. Combining the data of the unselected principals including both supervisory and teaching principals, we find that 34 per cent hold degrees.

Dyer [6] reported that of six hundred fifty-eight principals studied throughout the United States, 52.3 per cent hold degrees. However the principals studied by Dyer were only fairly representative.

[5] Committee on Standards and Training for the Elementary School Principalship. *Seventh Yearbook, Department of Elementary School Principals.* National Education Association, 1928, pp. 299-288.

[6] Dyer, William Penn, *Activities of the Elementary School Principal for the Improvement of Instruction.* Teachers College, Columbia University, Contributions to Education, No. 274, 1927, p. 86.

Martin [7] reported that only 18 per cent of the elementary-school principals in New England hold degrees.

We may conclude, then, that elementary-school principals in the cities of Pennsylvania are as well, but little better prepared as far as college degrees spell desirable preparation than elementary-school principals throughout the country. This is surprising in view of the fact that Pennsylvania passed the Edmonds Law in 1921, requiring all elementary-school teachers in the Commonwealth to have at least two years' normal school preparation or its equivalent by September, 1927. Since this is a higher standard than is required in many states, one would expect the principals, also, to have training superior to that of principals throughout the country. It is probably true, however, that each year a larger percentage of elementary-school principals hold degrees.

Highest Institutions from Which Principals Have Been Graduated

What kind of preparation is represented by the three types of certification? The following table will throw some light on this problem.

TABLE 1

Highest Preparation of Elementary-School Principals

Type of Preparation	Number			
	Standard	Normal	College	Total
1. Elementary school	12	.....	.....	12
2. High school	91	.....	1	92
3. Two-year normal school	30	123	1	154
4. Three-year normal school	2	33	.....	35
5. Four-year teachers college	.....	2	3	5
6. Liberal arts college	2	8	76	86
7. Graduate school	.....	1	76	77
8. Technical school	1	.....	.....	1
Total	138	167	157	462
Median	2	3	6	3

[7] Martin, W. H. "The Status of the Elementary School Principal in New England," (1923) an unpublished report to the National Education Association, Department of Superintendence, p. 7.

With respect to principals who have standard certification it will be noted that the median highest preparation is high-school graduation. It is likely that some principals were graduates of high-school training classes. In fact we know that before appointment as principal nine principals reported graduation from a high-school training class as the extent of their preparation and thirteen principals reported graduation from a one-year city normal school. Twenty per cent of the principals with standard certification are graduates of two-year normal schools yet they are not entitled to normal certification. This is probably due to the fact that some of the normal-school work was on the secondary level, especially since the median age and median experience of this group is considerably above the corresponding medians for the other two groups.

As for the members of the group having normal certification, 73 per cent are graduates of two-year normal schools. Twenty-three per cent of the principals in this group are graduates of three-year normal schools. It is likely that one year was on the secondary level because none of the principals has so little experience as to enable him to have been the product of present three-year courses and, furthermore, the principals making up the 23 per cent are among the older and more experienced of the group. Note that eight principals having normal certification are college graduates, and that one claims graduation from a graduate school. Some of these hold degrees, but none holds a graduate degree. In this instance, mere college graduation apparently does not entitle them to college certification, probably because of lack of courses in education.

The college-certification group varies less with respect to kinds of preparation than either of the other two groups, nearly 50 per cent claiming college graduation and nearly 50 per cent claiming graduation from a graduate school as the extent of their training.

Courses Taken by Principals

A check list of nineteen courses generally regarded as being essential or very desirable in the preparation of elementary-school principals was prepared. The list was made by analyzing and synthesizing courses recommended, ranked, or rated by principals, superintendents, and teachers of education as reported

in six investigations.[8] Principals were asked to check the courses that they have had. The check list is as follows:

1. Elementary-school curriculum
2. Supervision of instruction
3. Administration (including problems of classification, promotion, programing, building administration, budgets, supplies, etc.)
4. Technique of teaching
5. Principles of education
6. Philosophy of education
7. History of education
8. Educational sociology
9. Educational psychology
10. Tests and measurements
11. Educational statistics
12. Vocational and educational guidance
13. Psychology of elementary-school subjects
14. Child or adolescent psychology
15. Abnormal psychology
16. Class management
17. Comparative education
18. The principal (including such topics as the principal as professional leader, his relation to the community, to administrative offices, to teachers, to pupils, to parents)
19. Extra-class activities

Of the four hundred sixty-two principals included in this study, thirty-two did not report on the questions concerning the courses they had taken, leaving the data from four hundred thirty questionnaires to be tabulated. Of those not reporting, twelve were in the standard group, ten in the normal group, and ten in the college group of certificated principals. The

[8] Investigations:

Committee on Standards and Training for the Elementary School Principalship. *Seventh Yearbook, Department of Elementary School Principals.* National Education Association, 1928, pp. 443 ff.

Crouch, R. A. "The Status of the Elementary School Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, 1926, pp. 241 ff.

Davidson, P. E. "Professional Training of School Officers." *Educational Review,* Vol. XXXXVI, December, 1913, pp. 473-91.

Dyer, William Penn. *Activities of the Elementary School Principal for the Improvement of Instruction.* Teachers College, Columbia University, Contributions to Education, No. 274, 1927.

Gist, A. S. "Professional Study as Viewed by Those in Service," *Fourth Yearbook, Department of Elementary School Principals.* National Education Association, 1925, pp. 417 ff.

McClure, Worth. "The Function of the Elementary School Principal." *Elementary School Journal,* Vol. XXI, No. 10, March, 1921, pp. 500-14.

number and percentage of principals checking the various courses are as follows:

TABLE 2

NUMBER AND PERCENTAGE OF ELEMENTARY-SCHOOL PRINCIPALS HAVING HAD CERTAIN PROFESSIONAL COURSES

COURSE	NUMBER	PERCENTAGE
1. Elementary-school curriculum	285	65
2. Supervision	279	64
3. Administration	275	63
4. Technique of teaching	354	82
5. Principles of education	319	74
6. Philosophy of education	217	50
7. History of education	319	74
8. Educational sociology	210	48
9. Educational psychology	326	75
10. Tests and measures	283	65
11. Educational statistics	95	22
12. Vocational and educational guidance	104	24
13. Psychology of elementary school subjects	193	44
14. Child or adolescent psychology	224	52
15. Abnormal psychology	106	24
16. Class management	230	53
17. Comparative education	87	20
18. The principal	280	65
19. Extra-class activities	91	21

Table 2 indicates that 82 per cent of the four hundred and thirty principals reporting have had a course in technique of teaching. No other course shows such a large following. More than 70 per cent of the principals have had courses in technique of teaching, principles of education, history of education, and educational psychology. More than 60 per cent of the principals have had courses in technique of teaching, educational psychology, principles of education, history of education, tests and measurements, elementary-school curriculum, the principal, supervision of instruction, and administration. More than 50 per cent of the principals have had courses in all of the subjects on the check list with the exception of educational sociology, psychology of elementary-school subjects, vocational and educational guidance, abnormal psychology, educational statistics, extra-class activities, and comparative education.

The following table gives the rank order of courses taken,

the course taken by the largest percentage of principals being ranked 1.

TABLE 3

RANK ORDER DISTRIBUTION OF COURSES TAKEN BY ELEMENTARY-SCHOOL PRINCIPALS

COURSE	RANK
Technique of teaching	1
Educational psychology	2
Principles of education	3.5
History of education	3.5
Elementary-school curriculum	5
Tests and measurements	6
The principal	7
Supervision	8
Administration	9
Class management	10
Child or adolescent psychology	11
Philosophy of education	12
Educational sociology	13
Psychology of elementary school subjects	14
Abnormal psychology	15
Vocational and educational guidance	16
Educational statistics	17
Extra-class activities	18
Comparative education	19

The rank order of courses taken by principals in each of the three groups, i.e., standard, normal, and college, is given in Table 4.

The correlation between the rank order of courses taken by the standard-certificated principals and the rank order of courses taken by the normal-certificated principals is $r = .96 \pm .0123$ P. E., whereas the correlation between courses taken by the college and normal group is $r = .90 \pm .0294$ P. E., and that between the courses taken by the standard and college group is $r = .87 \pm .0387$ P. E. These correlations indicate that there is little difference among the three groups of principals with respect to the rank order of the listed courses that they have had.

What differences, if any, exist among the three groups of principals with respect to the percentage of each group that has had the several courses? Table 5 gives the percentages for each group in each subject.

TABLE 4

RANK ORDER DISTRIBUTION OF COURSES TAKEN BY STANDARD, NORMAL, AND COLLEGE-CERTIFICATED PRINCIPALS

COURSE	STANDARD	NORMAL	COLLEGE	TOTAL
1. Elementary-school curriculum	5	6	8	5
2. Supervision of instruction	6	7	6	8
3. Administration	7	8	4	9
4. Technique of teaching	1	1	1	1
5. Principles of education	3	4	3	3.5
6. Philosophy of education	14	12.5	9	12
7. History of education	8	2	2	3.5
8. Educational sociology	11	9.5	14	13
9. Educational psychology	2	3	5	2
10. Tests and measurements	4	5	7	6
11. Educational statistics	18	18.5	16	17
12. Vocational or educational guidance	16	14.5	18	16
13. Psychology of elementary school subjects	12.5	12.5	13	14
14. Child or adolescent psychology	9	11	12	11
15. Abnormal psychology	17	16	17	15
16. Class management	10	9.5	11	10
17. Comparative education	19	18.5	15	19
18. The principal	12.5	14.5	10	7
19. Extra-class activities	15	17	19	18

Table 5 indicates that the difference between the standard and normal-certificated principals with respect to the percentage of principals having had any or all of the nineteen listed courses is slight. The difference, however, between the percentages of college-certificated principals who have had each of the listed courses and the percentages of either standard or normal-certificated principals who have had these courses is very great. In every subject the percentage of college-certificated principals exceeds the percentages of both the standard and normal groups.

Not one of the nineteen courses has been common to 75 per cent of the standard-certificated principals and only two courses, technique of teaching and history of education have been taken by 75 per cent or more of the normal-certificated principals. When we consider the college-certificated group we find that 80 per cent or more have had eight of the courses listed, namely, supervision, administration, technique of teaching, principles of

TABLE 5

PERCENTAGE OF PRINCIPALS IN EACH GROUP HAVING HAD COURSES IN THE FOLLOWING FIELDS

COURSE	PERCENTAGE		
	Standard	Normal	College
1. Elementary-school curriculum	61	61	75
2. Supervision	55	54	85
3. Administration	52	51	87
4. Technique of teaching	72	80	93
5. Principles of education	64	70	87
6. Philosophy of education	30	40	80
7. History of education	51	78	89
8. Educational sociology	40	50	55
9. Educational psychology	66	74	86
10. Tests and measurements	60	56	80
11. Educational statistics	13	14	37
12. Vocational and educational guidance	10	24	29
13. Psychology of elementary-school subjects	31	40	60
14. Child or adolescent psychology	47	45	62
15. Abnormal psychology	14	22	32
16. Class management	46	49	63
17. Comparative education	4	14	40
18. The principal	31	24	69
19. Extra-class activities	11	19	25

education, philosophy of education, history of education, educational psychology, and tests and measurements.

How important is it for elementary-school principals to have had these courses? To throw some light on this problem the principals were asked, "Which of these courses, as far as the materials included in them are concerned, do you think helped you most in your work as an elementary-school principal?" The following table gives the number of times the principals in each group listed the several courses as of most value. Principals were requested to consider the courses as regards content only, thereby excluding, as far as possible, the element of presentation.

In Table 6 on page 18 the percentage column refers to percentage of principals among those having had the course who listed it as of most value in each instance. For example, two hundred seventy-nine principals reported that they have had one

TABLE 6

NUMBER AND PERCENTAGE OF PRINCIPALS CHECKING AMONG THE COURSES THEY HAVE HAD THOSE OF MOST VALUE TO THEM AS PRINCIPALS

COURSE	NUMBER				PERCENTAGE
	Standard	Normal	College	Total	
1. Elementary-school curriculum	32	30	39	101	35
2. Supervision	56	54	92	202	72
3. Administration	34	44	72	150	54
4. Technique of teaching	46	49	69	164	46
5. Principles of education	22	27	47	96	30
6. Philosophy of education	12	10	31	53	24
7. History of education	6	6	14	26	8
8. Educational sociology	8	10	17	35	11
9. Educational psychology	38	41	42	121	37
10. Tests and measurements	34	34	67	135	48
11. Educational statistics	0	4	14	18	18
12. Vocational and educational guidance	2	6	8	16	16
13. Psychology of elementary-school subjects	12	19	29	60	31
14. Child or adolescent psychology	27	28	37	92	41
15. Abnormal psychology	1	7	12	20	18
16. Class management	22	25	22	69	30
17. Comparative education	1	1	3	5	4
18. The principal	27	19	55	101	36
19. Extra-class activities	4	2	4	10	10

or more courses in supervision. Of these, two hundred two, or 72 per cent, listed supervision as of most value.

Table 7 gives the rank of these courses according to the percentage of principals who listed them as of most value. That course which was regarded most valuable by the largest percentage of principals is ranked 1.

Most principals listed a number of courses as valuable in order of sequence, as 1, 2, 5, 9, etc. In some instances, however, principals listed but one course as being the most valuable, or listed several in order of importance. A rank-order distribution was made including courses when only one was listed or of first choices. The correlation between this rank-order distribution and that given in Table 7, which includes the lists of all principals reporting, was found to be $r = .92 \pm .0248$ P. E. so the differences between the two are seen to be slight. According to the

TABLE 7

RANK ORDER DISTRIBUTION OF MOST VALUABLE COURSES AS JUDGED BY PRINCIPALS HAVING HAD THEM

COURSE	RANK
Supervision	1
Administration	2
Tests and measurements	3
Technique of teaching	4
Child or adolescent psychology	5
Educational psychology	6
The principal	7
Elementary-school curriculum	8
Psychology of elementary-school subjects	9
Principles of education	10.5
Class management	10.5
Philosophy of education	12
Abnormal psychology	13.5
Educational statistics	13.5
Vocational and educational guidance	15
Educational sociology	16
Extra-class activities	17
History of education	18
Comparative education	19

above table, the most important course for a principal to have is one in the supervision of instruction. It will be noted that 85 per cent of the college-certificated principals as compared with 55 per cent of the standard group and 54 per cent of the normal group have had a course in supervision. The second most important course as judged by principals who have had one or more in the field is administration. Again, the college group surpasses the other two, this time by a still wider margin, for 87 per cent of college-certificated principals have had one or more courses in administration, whereas only about 50 per cent of the other two groups have had such a course.

The next most valuable course is tests and measurements. Of the college group, 80 per cent have had work in this field as compared with 60 per cent of the standard group and 56 per cent of the normal group. Technique of teaching ranks fourth in the list of most valuable courses. More principals in all groups have had this course than any other, yet again, the college-certificated principal is in the lead for 93 per cent of this group have had one or more courses in technique of teaching

as compared with 72 per cent of the standard group and 80 per cent of the normal group. And so it is with each of the subjects. A larger percentage of college-certificated principals than of either of the other two groups have had each of the courses. Every subject listed was considered most valuable by at least 4 per cent of the principals and more than half of the courses were considered most valuable by 30 per cent or more.

The principals were also asked this question, Which of these courses do you think were of least value to you in your work as principal? Again, all judgments of courses were based on content rather than presentation. The following table indicates the responses of principals to this question.

TABLE 8

COURSES OF LEAST VALUE TO ELEMENTARY-SCHOOL PRINCIPALS

COURSE	NUMBER				PERCENTAGE
	Standard	Normal	College	Total	
1. Elementary-school curriculum	6	10	15	31	18
2. Supervision	1	2	2	5	1
3. Administration	5	4	5	14	5
4. Technique of teaching	2	2	3	7	1
5. Principles of education	2	8	7	17	5
6. Philosophy of education	2	18	22	42	19
7. History of education	18	33	71	122	38
8. Educational sociology	7	11	10	28	13
9. Educational psychology	4	4	5	13	3
10. Tests and measurements	3	3	4	10	3
11. Educational statistics	9	8	13	30	31
12. Vocational and educational guidance	4	6	9	19	18
13. Psychology of elementary-school subjects	3	6	8	17	8
14. Child or adolescent psychology	2	6	0	8	3
15. Abnormal psychology	6	1	4	11	10
16. Class management	3	6	9	18	8
17. Comparative education	5	3	34	42	48
18. The principal	1	2	2	5	1
19. Extra-class activities	4	6	4	14	14
Principals reporting "none of no value"	14	11	9	34	7
Principals not reporting	69	64	32	165	36
Total number of reports used	55	92	116	263	57
Total	138	167	157	462	100

Principals were reluctant to answer the question of which courses were of least value. Although thirty-two principals omitted all questions bearing on courses, one hundred ninety-nine, or 44 per cent, failed to answer this question satisfactorily, 37 per cent not answering at all and 7 per cent answering "None," to the question "Which are of least value?" the which referring to the listed courses. Some principals mentioned but one course as being of least value or listed several in the order of their least usefulness. In order to determine what effect these two methods of listing had on the ranking of least useful courses, two rank order distributions were made. The correlation between them was found to be $r = .93 \pm .0248$ P. E. indicating as in the instance of most useful courses, that the differences between the rankings were slight. The following table shows the ranks of the courses, the one that the largest percentage of principals considered least valuable being ranked 1.

TABLE 9

RANK ORDER DISTRIBUTION OF COURSES OF LEAST VALUE TO ELEMENTARY-SCHOOL PRINCIPALS

COURSE	RANK
Comparative education	1
History of education	2
Educational statistics	3
Philosophy of education	4
Vocational and educational guidance	5.5
Elementary-school curriculum	5.5
Extra-class activities	7
Educational sociology	8
Abnormal psychology	9
Psychology of elementary-school subjects	10.5
Class management	10.5
Principles of education	12.5
Administration	12.5
Child or adolescent psychology	15
Tests and measurements	15
Educational psychology	15
The principal	18
Technique of teaching	18
Supervision	18

It will be noted that in general the courses ranking high as of least value are the same as those ranking low as of most

value. The correlation between the rank of most valuable courses and the inversed rank of least valuable courses is $r = .86 \pm .0418$ P. E. indicating that there is close agreement among the elementary-school principals with respect to the value of the courses listed.

An attempt was made to determine which courses one should take before being appointed to the principalship and which, if any, could be taken to better advantage after one has become an elementary-school principal. The following tables summarize the findings with respect to these two queries.

TABLE 10

COURSES WHICH SHOULD BE TAKEN BEFORE BECOMING AN ELEMENTARY-SCHOOL PRINCIPAL

COURSE	NUMBER				PERCENTAGE
	Standard	Normal	College	Total	
1. Elementary-school curriculum	39	52	59	150	34
2. Supervision	55	67	92	214	62
3. Administration	56	66	78	200	58
4. Technique of teaching	45	55	79	179	51
5. Principles of education	21	29	61	111	32
6. Philosophy of education	13	14	43	70	20
7. History of education	16	16	35	67	19
8. Educational sociology	11	19	33	63	18
9. Educational psychology	35	47	69	151	43
10. Tests and measurements	29	46	68	143	41
11. Educational statistics	3	3	13	19	5
12. Vocational and educational guidance	4	11	12	27	7
13. Psychology of elementary-school subjects	16	27	41	84	24
14. Child or adolescent psychology	25	37	42	104	30
15. Abnormal psychology	0	11	3	14	4
16. Class management	32	41	45	118	34
17. Comparative education	1	1	3	5	1
18. The principal	20	26	56	102	29
19. Extra-class activities	5	0	7	12	3
Principals reporting "all"	7	17	23	47	10
Principals not reporting	24	22	24	70	15
Total number of reports used in this table	107	128	110	345	75
Total	138	167	157	462	100

A rank order distribution of the courses which, in the opinion of principals, should be taken before becoming an elementary-school principal follows. The course mentioned by the highest percentage of those reporting is ranked 1.

TABLE 11

RANK ORDER DISTRIBUTION OF COURSES WHICH SHOULD BE TAKEN BEFORE BECOMING AN ELEMENTARY-SCHOOL PRINCIPAL

COURSE	RANK
Supervision	1
Administration	2
Technique of teaching	3
Educational psychology	4.5
Elementary-school curriculum	4.5
Tests and measurements	6
Class management	7
Principles of education	8
Child or adolescent psychology	9
The principal	10
Psychology of elementary-school subjects	11
Philosophy of education	12
History of education	13
Educational sociology	14
Vocational and educational guidance	15
Educational statistics	16
Abnormal psychology	17
Extra-class activities	18
Comparative education	19

A rank order distribution of the courses which in the opinion of principals should not be taken until after one becomes an elementary-school principal is given in Table 13. The course mentioned by the highest percentage of the principals reporting is ranked 1.

From a study of Tables 10, 11, 12, and 13 it seems to be the opinion of principals that the courses listed should in general be taken before one is appointed a principal rather than after. Not more than 22 per cent of the two hundred thirty-three principals reporting recommended that any of the courses be deferred until after becoming a principal.

Table 14 indicates the percentage of principals holding standard, normal, or college certificates who have had each of the courses before they became elementary-school principals.

TABLE 12

COURSES WHICH SHOULD NOT BE TAKEN UNTIL AFTER APPOINTMENT AS PRINCIPAL

COURSE	NUMBER				PERCENTAGE
	Standard	Normal	College	Total	
1. Elementary-school curriculum	1	2	13	16	7
2. Supervision	6	6	12	24	10
3. Administration	8	9	12	29	13
4. Technique of teaching	0	0	2	2	9
5. Principles of education	1	3	5	9	4
6. Philosophy of education	1	4	10	15	6
7. History of education	2	2	1	5	2
8. Educational sociology	1	6	8	15	6
9. Educational psychology	1	2	3	6	2
10. Tests and measurements	4	6	3	13	5
11. Educational statistics	9	17	24	50	22
12. Vocational and educational guidance	8	10	24	42	18
13. Psychology of elementary-school subjects	1	4	1	6	2
14. Child or adolescent psychology	4	5	3	12	5
15. Abnormal psychology	8	11	12	31	13
16. Class management	1	1	1	3	1
17. Comparative education	3	13	23	39	17
18. The principal	8	13	23	44	19
19. Extra-class activities	5	8	11	24	10
Principals reporting "none"	9	15	15	39	8
Principals not reporting	78	66	56	200	44
Total number of reports used in this table	51	86	86	223	48
Total	138	167	157	462	100

Of what value are the tables presented in this section? First of all, the courses listed are courses which, in the opinion of principals, teachers, superintendents, and college professors should be a part of the equipment of every elementary-school principal. Second, Tables 7 and 9 indicate the relative importance of the nineteen courses. Third, Table 11 indicates which courses are most essential before one becomes a principal. Fourth, Table 13 indicates which courses, if any, may be deferred until after one has become a principal. Fifth, Table 5 indicates the extent to which elementary-school principals in the cities of

TABLE 13

RANK ORDER DISTRIBUTION OF COURSES WHICH SHOULD NOT BE TAKEN UNTIL AFTER APPOINTMENT AS PRINCIPAL

COURSE	RANK
Educational statistics	1
The principal	2
Vocational and educational guidance	3
Comparative education	4
Abnormal psychology	5.5
Administration	5.5
Extra-class	7.5
Supervision	7.5
Elementary-school curriculum	9
Philosophy of education	10
Educational sociology	11
Tests and measurements	12
Child or adolescent psychology	13
Principles of education	14
History of education	15
Psychology of elementary-school subjects	16
Educational psychology	17
Class management	18
Technique of teaching	19

Pennsylvania have had the courses considered essential. Sixth, Table 14 shows the extent to which Pennsylvania principals have taken, before they became principals, the courses which are considered essential for a candidate for the principalship.

As far as courses are concerned, the following statements summarize the findings and conclusions:

1. From among the nineteen courses generally regarded as of value to elementary-school principals, the following have been selected by 25 per cent or more of the principals who have had them as of most value in the work of the principalship:

Supervision
Administration
Tests and measurements
Technique of teaching
Child or adolescent psychology
Educational psychology
The principal
Psychology of elementary-school subjects

Principles of education
Class management

2. The following courses have been regarded as of less value than those in the foregoing list in that they rank lowest among the most useful and highest among the least useful courses:

Comparative education
History of education
Educational statistics
Philosophy of education
Vocational and educational guidance
Extra-class activities
Educational sociology
Abnormal psychology

The only course excluded from the above lists is elementary-school curriculum. It was excluded because it ranked 5.5 in

TABLE 14

PERCENTAGE OF ELEMENTARY-SCHOOL PRINCIPALS HAVING HAD THE FOLLOWING COURSES BEFORE BECOMING PRINCIPALS

COURSE	PERCENTAGE			
	Standard	Normal	College	Total
1. Elementary-school curriculum	42	50	71	55
2. Supervision	21	24	51	32
3. Administration	19	24	60	36
4. Technique of teaching	49	70	93	72
5. Principles of education	41	60	91	66
6. Philosophy of education	16	35	80	46
7. History of education	41	74	88	70
8. Educational sociology	17	25	42	28
9. Educational psychology	40	65	85	65
10. Tests and measurements	15	21	44	27
11. Educational statistics	3	6	19	10
12. Vocational and educational guidance	4	8	17	10
13. Psychology of elementary-school subjects	22	29	60	38
14. Child or adolescent psychology	21	26	46	31
15. Abnormal psychology	5	6	23	9
16. Class management	38	48	60	41
17. Comparative education	1	4	33	13
18. The principal	6	7	31	15
19. Extra-class activities	9	6	12	9

the list of most valuable courses and eight in the list of least valuable courses. It is unfortunate that the writer did not define the course as there were found evidences that whereas some principals understood the title to refer to courses covering the subject matter of the elementary school, others took it to mean courses in curriculum construction. It is possible that this may explain in part the inconsistency of the positions of this course in the several tables.

3. There is almost perfect agreement between the list of most valuable courses and the first ten courses on the list of those which should be taken before becoming a principal. The only exception is elementary-school curriculum which will be left out of the discussion hereafter for reasons already stated.

4. In general, the courses which rank high in the list of those which should not be taken until after one has become a principal are the courses which are regarded as least valuable.

5. The following three courses rank high in the list of courses which should be taken before and also in the list of those which should not be taken until after becoming a principal: the principal, administration, and supervision. This inconsistency may be explained by the fact that many principals complained that these courses tend to be theoretical rather than practical. Probably the principals who found these courses impractical believe that they might be most useful when one actually is engaged in the work of the elementary-school principalship.

The principals were asked to list any course or courses for which they had felt a need but which were not available. Fifty-six, or 12 per cent, of the principals named courses that they desired. Of these fifty-six principals, six are in the standard group, eight in the normal group, and forty-two in the college group. Of all the college-certificated principals, 26 per cent suggested courses for which they felt a need and which are not available, whereas only 4 per cent of each of the other two groups did so. This may be explained by the fact that the standard and normal-certificated principals probably do not know as well as do the college-certificated principals what courses are available since both their pre-service and in-service training have been much less extensive than the training of the college group.

The course most frequently desired was practice supervision.

Since before being regularly admitted to his profession a doctor must serve as an interne, a lawyer must have practiced law under the supervision of a member of the bar, and a teacher must have had practice teaching, why should not an elementary-school principal, whose chief duty is the improvement of instruction in his school through supervision, be required to have had a course in practice supervision, especially since the principals feel the need of such a course?

Another popular demand was for a course in official forms. Principals throughout the country have learned how to fill out the many official forms required by their cities and states by means of the uneconomical method of trial and error. A study might well be made to determine what data are desirable for permanent record and the most useful forms for collecting the data. When these most desirable forms are determined, cities and states would do well to adopt the forms recommended. It would then be a simple matter to teach prospective elementary-school principals to fill out the standard forms required. Another means of accomplishing this procedure would be to have the critic principal, under whom the student principal is doing his practice work as a principal including practice in supervision, teach the novice how to fill out official forms.

Two other courses, called for equally often, are practical problems of principals and demonstrations for principals. Several principals suggested that the former be cared for in a seminar for principals where each principal works on his own problems and receives help from instructors-in-charge and from fellow students. Such a course might be conducted during a period of practice under guidance. This does not refer to the position of an assistant principal. Where there is a principal and an assistant principal it is the business of the assistant principal to assist the principal. Where there is a principal and a student principal it is the business of the principal to induct the student principal into the practices of the elementary-school principalship. In the one case the principal receives assistance, in the other, he gives assistance; in the one case it is the principal, in the other case it is the student principal who is the chief concern. Two types of demonstration were requested, demonstrations of superior supervision and demonstrations of superior classroom teaching. Several principals added the quali-

fying statement, "under conditions like ours," when referring to classroom teaching. Many school systems provide demonstration schools where superior classroom work is demonstrated. They might well provide for demonstration in superior supervision for the benefit of their principals. Why not also demonstrations in superior administration? Teachers are encouraged to visit successful teachers at work. Why should not principals be encouraged to visit superior principals at work?

Other courses mentioned as being desirable by a number of principals include the following: critical analysis of teaching, current problems of education, research methods, character education, current educational literature, experiments in education, evaluation of methods, and in-service education. Some of these courses are available in the larger higher institutions. Other courses were suggested which are even more commonly found and for this reason have been omitted.

In-Service Education of Elementary-School Principals

To what extent were elementary-school principals as well prepared when they entered the principalship as they are now? A number of differences between pre-principalship and in-principalship preparation are evident. The outstanding differences are as follows:

1. Nearly 30 per cent who were not high-school graduates before becoming principals claim to have been graduated from high school since becoming principals. All but two of these hold standard certificates. It is possible that some or all of these principals claim high-school graduation as the equivalent of experience since the regulations concerning certification state that "each year of approved experience shall equal three units of high school work," and "two years of successful teaching upon a professional certificate or equivalent for all teachers now in service shall be presumed to be equivalent to a standard high school education." [9]

2. Nearly 25 per cent of those who reported graduation from a high-school training class, a one-year city normal school, or a two-year normal school before becoming principals are now college graduates.

[9] *Bulletin on Certification of Teachers.* Department of Public Instruction, Harrisburg, Pennsylvania, February, 1928.

3. Less than 40 per cent of the principals who have been graduated from graduate schools had attained that degree of preparation before becoming principals.

Thus it may be seen that many principals add significantly to their preparation during their service as principal although not so extensively as to affect the medians of the groups into which they fall as determined by certification.

In order to determine the extent to which principals have improved their preparation since becoming principals, they were asked to indicate the number of semester-hour credits they had earned since engaging in the work of the principalship. Semester-hour was defined in the questionnaire in accordance with state usage, i.e., "a semester-hour credit represents the amount of time given to a subject one hour per week, for one semester. The ordinary semester-hour equals about eighteen clock hours, and therefore a course of one hour per week for thirty-six weeks equals two semester-hours."[10] The table below indicates the extent of in-principalship education of elementary-school prin-

TABLE 15

NUMBER OF SEMESTER-HOURS' CREDIT EARNED BY ELEMENTARY-SCHOOL PRINCIPALS SINCE APPOINTMENT TO THIS POSITION

NUMBER OF CREDITS	PERCENTAGE OF ELEMENTARY-SCHOOL PRINCIPALS			
	Standard	Normal	College	Total
More than 100	1.4	2.3	8.2	4.1
90–99	0.0	1.1	1.2	.8
80–89	.7	1.1	3.8	1.9
70–79	2.1	2.9	3.8	3.0
60–69	0.0	5.9	3.1	3.2
50–59	5.0	2.3	4.4	3.8
40–49	6.5	7.7	8.2	7.5
30–39	8.6	8.9	7.6	8.4
20–29	11.5	8.9	14.6	11.6
10–19	18.8	19.7	16.5	18.3
1– 9	21.0	19.1	13.3	17.5
0	23.9	19.1	14.6	18.9
Actual median, scores ungrouped	12	13	22	16

[10] Bulletin No. 2, *The Teacher Bureau, Certification of Teachers*, Department of Public Instruction, Harrisburg, Pennsylvania, December, 1928, p. 20.

cipals. By in-principalship education is meant the courses which a principal has taken since his appointment to the principalship.

Table 15 indicates that the median number of semester-hour credits earned by principals during their service in the principalship is sixteen. This is equal to about a semester of full-time study. Four per cent of the elementary-school principals in Pennsylvania cities have earned more than one hundred semester-hour credits since becoming principals. Eleven per cent have earned more than sixty credits during their in-principalship service. Nearly 20 per cent, or one-fifth, have earned more than forty-five credits and 25 per cent, or one-fourth, have earned forty credits or more while filling a principalship. Thirty-one per cent, or nearly one-third, have earned more than thirty credits since becoming principals. This represents full-time study for a year (two semesters) or more. Forty-seven per cent, or nearly one-half, have earned more than seventeen semester-hour credits during their service as principal. This represents more than a semester of full-time study. Forty-eight per cent, or nearly one-half, have earned fewer than fifteen credits since appointment to the elementary-school principalship. That is, nearly one-half of the principals have done less than the equivalent of one semester of full-time study while serving as the head of one or more elementary schools. Thirty-six per cent, or more than one-third, have earned fewer than ten credits and 25 per cent, or one-fourth, have earned four credits or less during their in-principalship service. Nineteen per cent, or nearly one-fifth, of the elementary-school principals of the cities of Pennsylvania have earned no credit since their appointment as principals. The median principal has served ten years in this work.

Principals having standard certification have earned the fewest credits and principals having college certification have earned the most credits since engaging in the work of the elementary-school principalship. The differences with respect to the in-principalship education of the standard and normal groups are slight, the actual median number of credits earned in each case being but one credit apart. The difference between these two groups and the college group, however, is great. Whereas the median number of credits earned during in-principalship service

for the standard group is twelve and that for the normal group is thirteen, the median for the college group is twenty-two. Later in this study (p. 51) it is revealed that whereas the typical standard and normal-certificated principals have been elementary-school principals for eleven and ten years respectively, the college-certificated principal has served a median number of seven years in this capacity. He has, then, earned much more credit in much less time.

In order to determine the recency of the in-service preparation of elementary-school principals in Pennsylvania, the principals were asked to indicate the academic years and summer sessions during which they had earned credit and the number of credits earned from September, 1919, to September, 1928.

Table 16 shows the number of school years, from September, 1919, to June, 1928, during which standard, normal, and college-certificated elementary-school principals earned semester hours' credit, and the number of principals who earned credit. In Table 17 data are given for the summer sessions from June, 1920, to September 1928. The data for the school years and the summer sessions are combined for the totals given in Table 18.

TABLE 16

NUMBER OF SCHOOL YEARS DURING WHICH ELEMENTARY-SCHOOL PRINCIPALS EARNED SEMESTER-HOURS' CREDIT FROM SEPTEMBER, 1919 TO JUNE, 1928

NUMBER OF YEARS	NUMBER OF ELEMENTARY-SCHOOL PRINCIPALS			
	Standard	Normal	College	Total
0	37	43	32	112
1	12	14	12	38
2	12	22	14	48
3	12	16	13	41
4	11	18	16	45
5	12	14	17	43
6	11	12	11	34
7	14	11	11	36
8	5	11	10	26
9	12	6	21	39
Median	3	3	4	3

TABLE 17

NUMBER OF SUMMERS DURING WHICH ELEMENTARY-SCHOOL PRINCIPALS EARNED SEMESTER-HOURS' CREDIT FROM JUNE, 1920 TO SEPTEMBER, 1928

NUMBER OF SUMMERS	NUMBER OF ELEMENTARY-SCHOOL PRINCIPALS			
	Standard	Normal	College	Total
0	70	82	58	210
1	30	25	32	87
2	15	24	20	59
3	9	18	11	38
4	8	12	15	35
5	3	2	12	17
6	2	1	5	8
7	1	2	2	5
8	0	0	1	1
9	0	1	1	2
Median	0	1.06	1.6	1

TABLE 18

TOTAL NUMBER OF YEARS (INCLUDING SUMMER SESSIONS) THAT SEMESTER-HOURS' CREDIT WAS EARNED BY ELEMENTARY-SCHOOL PRINCIPALS FROM 1919 TO 1928

NUMBER OF YEARS	NUMBER OF ELEMENTARY-SCHOOL PRINCIPALS			
	Standard	Normal	College	Total
0	27	40	23	90
1	12	10	10	32
2	10	18	7	35
3	12	21	16	49
4	12	15	10	37
5	10	15	29	54
6	16	9	13	38
7	15	15	11	41
8	11	16	13	40
9	13	8	25	46
Median	4	3	5	4

The outstanding facts considering the principals as a whole are included in the eleven summary statements that follow.

1. The median number of years in which credit was earned since 1919 is four years.

2. Nearly 20 per cent, or one-fifth, of the principals earned no credit from 1919 to 1928.

3. Nearly 25 per cent, or one-fourth, of the principals earned no credit during the regular school years from 1919 to 1928.

4. The median number of summers during which credit was earned by the principals as a whole is one.

5. Forty-five per cent, or nearly one-half, of the principals have earned no credit at summer session during the period, 1919-1928. The Committee on Standards and Training for the Elementary School Principalship [11] reported that 51.9 per cent of the supervising principals in the United States had attended summer session within the past three years. Of course some principals may have attended summer session but may not have worked for credit, although relatively few would be likely to do so.

6. Nearly 20 per cent have earned credit during one summer only between 1919 and 1928.

7. More than 60 per cent have earned no credit or have earned credit during one summer only from 1919 to 1928.

8. More than 75 per cent have earned no credit or have earned credit during one or two summers only from 1919 to 1928.

9. More than 15 per cent have earned credit during three or four summers from 1919 to 1928.

10. Nearly 5 per cent have earned credit during five or six summers from 1919 to 1928.

11. Two principals report credit earned during every summer from 1919 to 1928, a total of nine consecutive summers. One principal reports credit earned during eight of the nine summers.

From the above data it may be concluded that elementary-school principals in the cities of Pennsylvania generally earn credit during the regular school year but do not in general earn credit during summer session. Let us see how the three groups compare with respect to credits earned during the period 1919-1928. The data in Table 19 are enlightening.

[11] Committee on Standards and Training for the Elementary School Principalship. *Seventh Yearbook, Department of Elementary School Principals,* National Education Association, 1928, p. 342.

TABLE 19

IN-SERVICE PREPARATION OF STANDARD, NORMAL, AND COLLEGE-CERTIFICATED PRINCIPALS OF ELEMENTARY SCHOOLS IN THE CITIES OF PENNSYLVANIA FROM 1919 TO 1928

PRINCIPAL	PERCENTAGE			
	Standard	Normal	College	Total
Earning credit from 1919 to 1928	81	77	86	81
Earning credit during regular school year	74	75	80	76
Earning credit during summers	50	52	64	55
Earning no credit	19	13	14	19
Earning no credit during regular school year	26	25	20	24
Earning no credit during summers	50	48	36	45
Earning credit during one summer only	22	15	20	19
Earning credit during one or two summers only	33	29	33	32
Earning credit during three or four summers	12	12	17	15
Earning credit during five or six summers	4	2	11	5

The percentages of each group earning credit during any number of regular school years from one through nine are similar. That is, about as many standard-certificated principals earned credit during one regular school year as earned credit during two, three, four, or any number of years through nine. The same is true for the normal-certificated and for the college-certificated principals. Although the three groups do not differ widely with respect to recent in-service preparation it is worth noting that the college-certificated group is in the lead: that is, principals holding college certificates have earned credit at summer session more frequently and have earned credit during more regular school years since 1919 than either of the other two groups.

Do college-certificated principals continue to grow in service after qualifying for college certificates? Of the one hundred fifty-seven college-certificated principals, fifty-eight, or 36 per cent, held college-certificates in 1919. Ninety-nine or 64 per cent of the total group of one hundred fifty-seven college-certificated principals were granted college-certificates since 1919. Of the fifty-eight principals who held college certificates in 1919, 60 per cent have earned semester-hours' credit since that date. The number of credits earned runs from two to one hun-

dred ten, the median being twenty-one. Table 20 gives the facts concerning credits earned by principals after being granted college certificates.

It will be noted upon examining Table 20 that elementary-school principals continue to grow in service after being granted college certificates. It is also probable that college-certificated principals take courses in which they do not work for credit since they already have a degree and college certification.

TABLE 20

NUMBER AND PERCENTAGE OF ELEMENTARY-SCHOOL PRINCIPALS WHO HAVE EARNED SEMESTER-HOURS' CREDIT SINCE BEING GRANTED COLLEGE CERTIFICATES TOGETHER WITH THE MEDIAN NUMBER OF CREDITS EARNED

	1920	1921	1922	1923	1924	1925	1926	1927
Number granted college certificates during year	5	8	10	11	9	16	18	10
Number earning semester-hours' credit since college certification	5	8	8	10	7	11	13	3
Percentage earning semester-hours' credit since college certification	100	100	80	90	77	68	72	30
Median number of semester-hours' credit earned since college certification	24	24	40	20	14	16	9	3

OUTSIDE REMUNERATIVE WORK

Data were collected to determine to what extent elementary-school principals held two educational positions during the academic or summer sessions. It was also desired to ascertain whether or not principals tend to engage in camp work during the summer and to what extent they engage in remunerative work other than educational during the regular school year or the summer. The writer wondered if such work might possibly be the cause of the lack of in-service training should such a lack be in evidence. We now know that the principals in the cities of Pennsylvania seem to engage rather extensively in in-service education during the regular school year but that summer session attendance is not generally popular among the principals. So far as extra school or camp work is concerned either during the regular school year or during the summer vacation,

the number of principals so engaged is negligible and the few who are so engaged are almost exclusively from the college-certificated group, the same group that showed up best in in-service preparation. Nearly 30 per cent of the principals have been engaged in remunerative work other than educational during the regular school year or the summer or both sometime between 1919 and 1928. Although the differences among the three groups of principals are not great with respect to the percentage engaged in remunerative work other than educational, both the normal and college groups surpass the standard group, and the college group surpasses the normal group. The following table indicates the work done by principals in addition to the work of the elementary-school principalship.

TABLE 21

PERCENTAGE OF PRINCIPALS ENGAGED IN REMUNERATIVE WORK IN ADDITION TO THE WORK OF THE ELEMENTARY-SCHOOL PRINCIPALSHIP DURING THE PERIOD OF 1919–1928

TYPE OF WORK	PERCENTAGE
Principal of evening elementary school	9.0
Principal of evening high school	0.6
Teacher in evening high school	5.0
Principal of summer elementary school	5.0
Principal of summer high school	0.2
Teacher in summer school for teachers	5.0
Engaged in summer camp work	4.0
Remunerative work other than educational during the summer only	16.2
Remunerative work other than educational during the regular school year only	3.7
Remunerative work other than educational during the summer and regular school year	9.5

CHAPTER III

THE RELATION OF PREPARATION TO OTHER FACTORS

Chapter II has indicated that elementary-school principals in the cities of Pennsylvania hold standard, normal, or college certificates. It has shown further that college-certificated principals excel standard and normal-certificated principals in that a larger proportion of this group than of the other two groups have had the courses considered of most value to elementary-school principals and that college-certificated principals tend to take more courses in service than do either standard or normal-certificated elementary-school principals. We shall now compare the elementary-school principals in the cities of Pennsylvania with principals throughout the country with respect to such factors as sex, age, experience, tenure, salary, and many others. What is of more importance in this study, we shall also find the relationships that exist between the certification of principals and the factors just mentioned.

Qualifications of Principals

Letters were sent to each of the superintendents of the forty-three cities in Pennsylvania requesting a ranking of elementary-school principals on the basis of success. Of the forty-three superintendents, the rankings of twenty-four, or 55 per cent, of the superintendents were used. One hundred sixteen principals were ranked, this being 25 per cent of the group of four hundred sixty-two principals included in this study. Of these one hundred sixteen principals, forty hold standard certificates, fifty-six hold normal certificates, and twenty hold college certificates. The small proportion of college-certificated principals is due to the fact that only those superintendents rankings could be used in which were found principals representing the three types of certification, i.e., standard, normal, and college. Furthermore, it was necessary to exclude superintendents' rankings in instances where no one person knew all of the principals sufficiently well

to rank them. This necessitated the exclusion of data from large cities where a large number of college-certificated principals are located.

Since the proportion of principals in the college group is so small as compared with the other two groups, little importance can be accorded to any conclusions drawn from the data. Analysis reveals that 45 per cent of the standard group, 50 per cent of the normal group, and 65 per cent of the college group fall in the upper 50 per cent of the rank-order distributions, whereas 55 per cent of the standard group, 50 per cent of the normal group, and 35 per cent of the college group fall in the lower 50 per cent of the rank-order distributions. There is evidence that principals holding standard certificates are more likely to be ranked below the middle, whereas college-certificated principals are more likely to be ranked in the better half. The normal group seems to have about as many chances of falling in the upper as in the lower half of the rank-order distribution.

In addition to ranking the principals, the superintendents were asked to indicate a few of the outstanding qualifications of each principal and the qualifications which each lacked. A list of ten qualifications generally recognized as desirable in elementary-school principals was supplied to the superintendents to guide them in this work. The qualifications were derived from an analysis and synthesis of qualifications recommended in fourteen references.[1] The list was as follows:

[1] References:

Bird, G. A. "Teachers Estimates of Supervisors," *School and Society,* Vol. V, No. 129, June 16, 1917, pp. 717-20.

Bobbitt, Franklin. "Mistakes Often Made by Principals," *Elementary School Journal,* Vol. XX, No. 5, January, 1920, pp. 337-46; No. 6, February, 1920, pp. 419-34.

Committee on Standards and Training for the Elementary School Principalship, *Seventh Yearbook, Department of Elementary School Principals,* National Education Association, 1928, p. 141.

Cubberley, E. P. *The Principal and His School.* Houghton Mifflin Company, 1923, p. 23.

Frazier, R. A. "The Ideal Principal," *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, 1926, pp. 205-6.

Gist, A. S. *The Administration of an Elementary School.* Charles Scribners' Sons, 1928, pp. 279 ff.

Gist, A. S. "The Evolution of the Principalship." *Third Yearbook, Department of Elementary School Principals,* National Education Association, 1924, pp. 207 f.

Gist, A. S., and King, W. A. "The Efficiency of the Principal from the Standpoint of the Teacher," *Elementary School Journal.* Vol. XXIII, October, 1922, pp. 120-26.

Horrall, A. H. "The Elementary School Principal from the Teacher's Point of View." *Elementary School Journal,* Vol. XXIV, June, 1924, pp. 742-6.

McClure, Worth. "The Rating of Principals." *Fourth Yearbook, Department of Elementary School Principals.* National Education Association, 1925, pp. 424-46.

1. Executive ability, initiative, courage, leadership
2. Tact, diplomacy, coöperation, spirit of democracy
3. Justice, impartiality, fairness, open-mindedness, sincerity, honesty
4. Ability to discipline, ability to control
5. Kindliness, courtesy, sympathy, friendliness, refinement
6. Community interest
7. Professional up-to-dateness, awareness of present educational practices
8. Experience
9. Professional preparation, graduate study, scholarship
10. Supervisory ability, ability to improve instruction

Although the writer was primarily interested in qualification number 9, which is concerned with preparation, the others were included so that the superintendents would not be unduly influenced by this factor. For the same reason it was placed well down in the list. It is interesting to note in this connection that practically all of the superintendents indicated that nearly 50 per cent of both the standard and normal groups were deficient in preparation. Although six of the twenty principals in the college group were listed as lacking preparation one of them was "deficient in all qualifications" and the other five were rated by a superintendent who indicated that all of his twelve principals were deficient in preparation. No doubt this superintendent has very high ideals as regards training for the elementary-school principalship. Among the college group nearly 50 per cent are recognized as being outstanding in preparation, whereas only five, or 9 per cent, of the normal group and only three, or 7 per cent, of the standard group are so rated. Of these three in the standard group, two were rated as outstanding in all qualifications. Among principals in the college group the most frequently mentioned outstanding qualification is justice, with tact a close second. In the normal group the most frequently mentioned outstanding trait is tact with ability to discipline a close second. Among the principals in the standard group experience is the most frequently mentioned outstanding

McClure, Worth. "Professionalizing the Principalship." *Elementary School Journal.* Vol. XXI, No. 10, June, 1921, pp. 735-43.

Pollich, R. E. "Superintendents' Standards and Policies in the Selection, Appointment, and Promotion of Elementary School Principals." *Elementary School Journal.* Vol. XXVI, No. 2, October, 1925, pp. 107-11.

Reavis, W. C. "The Duties of the Supervising Principal." *Elementary School Journal.* Vol. XIX, No. 4, December, 1918, pp. 279-84.

Willard, Frank E. "Judging the Efficiency of the Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, pp. 412-421.

qualification with justice second. As for qualifications in which principals are deficient, those in the college group most frequently lack professional preparation and tact. Those in the normal and standard groups lack professional preparation and supervisory ability. The fact that six college-trained principals were listed as lacking preparation has already been explained. Tact and ability to supervise are apparently regarded as very necessary qualifications of principals since they are frequently mentioned as being present or absent. Principals in the college group seem to possess greater ability to supervise than principals in either of the other two groups as evidenced by the fact that 50 per cent of them are outstanding in this qualification, whereas only 23 per cent of the normal group and 19 per cent of the standard group are so rated. Moreover, only 20 per cent of the college group lack the ability to supervise, whereas 30 per cent of the normal group and 43 per cent of the standard group are deficient in this respect. The only trait in which no college-trained principal was deficient was open-mindedness. There was no qualification in which some principals from the

TABLE 22

RANK ORDER DISTRIBUTION OF QUALIFICATIONS OF ELEMENTARY-SCHOOL PRINCIPALS AS JUDGED BY THEIR SUPERINTENDENTS

QUALIFICATION	OUTSTANDING				LACKING			
	Standard	Normal	College	Total	Standard	Normal	College	Total
1. Executive ability	3	5	3	4	4	6	6	5
2. Tact, coöperation	6	1	2	5	5	3	2	3
3. Justice, sincerity	2	3	1	1	8	7	3	8
4. Ability to discipline ...	4	2	4	3	9	10	9	10
5. Kindliness, sympathy .	5	6	5	6	6	5	4	6
6. Community interest ..	7	7	8	7	7	8	7	7
7. Professional up-to-dateness	8	8	10	8	3	4	10	4
8. Experience	1	4	6	2	10	9	8	9
9. Professional preparation	10	10	9	10	1	1	1	1
10. Supervisory ability ...	9	9	7	9	2	2	5	2

For additional terms used in the list sent to superintendents in order to better explain the qualifications above listed, see p. 40.

normal and standard groups were not deficient. Principals in general are most deficient in professional preparation and least deficient in ability to discipline. They are most outstanding as regards justice, and least outstanding in professional preparation. Table 22 (p. 41) indicates the rank order distribution of the outstanding and lacking traits of each group according to frequency, the most frequently mentioned qualification being ranked 1.

Sex

Fifty-seven per cent of the elementary-school principals in Pennsylvania cities are women and 43 per cent are men. Other studies have reported percentages of men and women as follows:

Place	Percentage	
	Men	Women
United States[2]	44.5	55.5
Ohio[3]	37	63
New England[4]	22	78

In each instance there is a predominance of women. According to several studies both superintendents and teachers regard sex as unimportant in the selection of a principal. Table 23 compares men and women with respect to certification.

It is obvious that the men have better preparation than the women. Four and one-half times the percentage of women as men hold standard certificates. More than one and one-half times the percentage of women as men hold normal certificates. There are nearly two and one-third times the percentage of men as women holding college certificates.

Considering the men and women separately, we find that, of all the men principals, 12.2 per cent hold standard certificates,

[2] Crouch, R. A. "The Status of the Elementary School Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, p. 220.

[3] Morrison, J. C. *School Principalship in Ohio Cities.* Ohio State University Studies, Contribution in School Administration, No. 2, May 15, 1926, p. 14.

[4] Martin, W. H. "The Status of the Elementary School Principal in New England," (1923), an unpublished report to the National Education Association, Department of Superintendence, p. 7.

TABLE 23

COMPARISON OF MEN AND WOMEN WITH RESPECT TO CERTIFICATION

CERTIFICATION	MEN		WOMEN		TOTAL	
	Number	Percentage	Number	Percentage	Number	Percentage
Standard	24	17	114	83	138	100
Normal	65	39	102	61	167	100
College	109	69	48	31	157	100

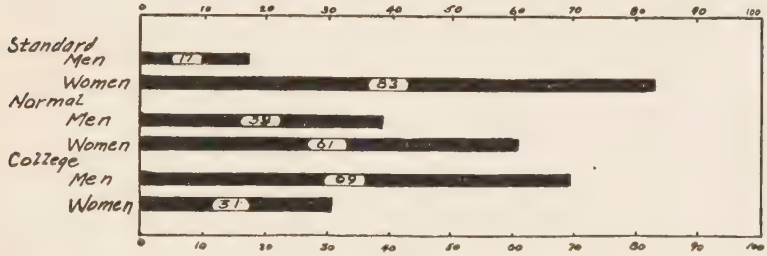

FIGURE 2. Percentages of Men and Women Principals Holding Standard, Normal, and College Certificates

32.8 per cent hold normal certificates, and 55 per cent hold college certificates. In other words, more than one-half of all the men are college-certificated, nearly one-third hold normal certificates and scarcely one-eighth hold standard certificates.

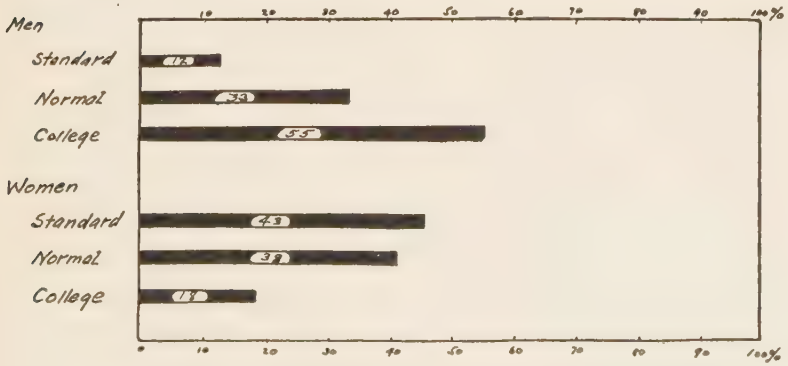

FIGURE 3. Distribution of Certificates Among Men and Women

Of the women, 43.1 per cent hold standard certificates, 38.6 per cent hold normal certificates, and 18.3 per cent are college certificated. That is, more than two-fifths of the women are standard-certificated, fewer than two-fifths are normal-certificated, and fewer than one-fifth hold college certificates.

Since there are more women than men who are elementary-school principals and since the women are less well prepared than men, two recommendations seem pertinent: first, to adopt measures which will get and keep more men in the work of the elementary-school principalship; and, second, to require equal preparation for equal work, thereby encouraging women to secure preparation at least as adequate as that reported by the men.

Salary

So far as the cities of Pennsylvania as a whole are concerned the salaries paid to elementary-school principals compare very favorably with median salaries of principals throughout the United States. The median salary for Pennsylvania principals in cities of from 9,000 to more than 2,000,000 is $2,635; whereas the median salary for elementary-school principals of large cities throughout the country was reported by Crouch [5] in 1924-25 to be $2,706. Dyer [6] reported the median in 1925 to be $2,944. The Committee on Standards and Training for the Elementary-School Principalship [7] found that in 1927 the median annual salary of unselected supervising principals throughout the United States was $2,710. Sargeant [8] reported the median average salary of elementary-school principals in one hundred forty-two cities having more than 25,000 population to be $2,247, and the median average salary of elementary-school principals in cities of less than 25,000 population to be $1,925. In the present study twenty-three, or more than 50

[5] Crouch, R. A. "The Status of the Elementary School Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, 1926, p. 262.

[6] Dyer, William Penn. *Activities of the Elementary School Principal for the Improvement of Instruction.* Teachers College, Columbia University, Contributions to Education, No. 274, 1927, p. 91.

[7] Committee on Standards and Training for the Elementary School Principalship. *Seventh Yearbook, Department of Elementary School Principals,* National Education Association, 1928, p. 468.

[8] Sargeant, Ide G. *Report of the Committee on Educational Progress: Salaries, Clerical and Supervisory Assistance.* Department of Elementary School Principals. National Education Association, Vol. III, No. 1, October, 1923, p. 45.

per cent, of the forty-three cities included have a population of less than 25,000. Stullken [9] reported in 1929 the average salary of elementary-school principals as indicated by a study of one hundred surveys of school systems to be $1,875. The surveyors recommended that the average salary of elementary-school principals should be $2,666.

Although the median salary of principals in the cities of Pennsylvania is comparable to the median salary of elementary-school principals in the larger cities of the United States, it does not follow that it is large enough. In this connection it is interesting to note how far short these median salaries fall when compared with median salaries recommended by school superintendents and by university professors familiar with the work of the elementary-school principalship. According to McClure [10] superintendents recommend a median salary of $4,000, and university professors recommend a median salary of $4,250.

Of course any salary comparisons should consider the percentage of men and the percentage of women in the group. However, the sex element does not invalidate our comparison of salaries in Pennsylvania with salaries at large for the ratio of men to women is practically the same in both cases.

Let us now look into the relationship between preparation and salary. Here we find wide differences due in part, perhaps, to the sex factor. For the present, however, we shall compare median present salaries of the standard, normal, and college groups of principals.

MEDIAN ANNUAL SALARY

Standard	$2,183
Normal	2,162
College	3,485

It will be noted that the difference between the median salary of the standard group and the median salary of the normal group is slight, less than $25 in favor of the standard group. When the salaries are distributed so that the step-intervals begin in the even hundreds ($3,000-$3,099) instead of having the even hundreds come at the mid-point of the step-intervals ($3,050-$3,149) the median normal-certificated principal receives ap-

[9] Stullken, Edward H. "The Use of School Surveys in the Study of a Practical School Problem." *The Phi Delta Kappan,* Vol. XI, No. 5, February, 1929, p. 142.

[10] McClure, Worth. "Professionalizing the Principalship." *Elementary School Journal,* Vol. XXI, No. 10, June, 1921, p. 741.

proximately $50 more than the median standard-certificated principal. If sex is an important factor in determining salary we should expect the median salary of the normal group to be considerably above that of the standard group since fewer than 20 per cent of the former group are men, whereas nearly 40 per cent of the latter group are men. The college group receives more than $1,300 a year more salary than the other two groups. Is this great difference due to the fact that the college group consists of about 70 per cent men and only 30 per cent women? The median annual salaries of the three groups considering the men and women separately are as follows:

MEDIAN ANNUAL SALARIES

	MEN	WOMEN
Standard	$2,200	$2,050
Normal	2,300	2,078
College	3,365	3,200

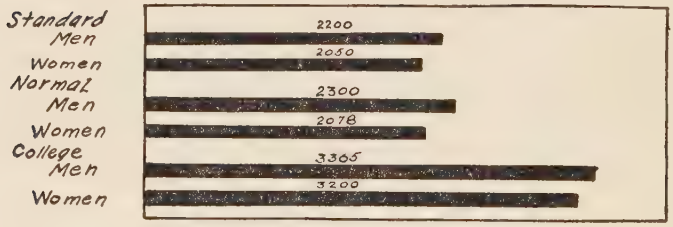

FIGURE 4. Median Annual Salaries of Men and Women Elementary-School Principals

The difference in salaries of men and women holding the same grade of certificate is between $150 and $225 a year. Thus it may be seen that salary differences between men and women are insignificant when compared with salary differences among standard, normal, and college-certificated principals. Generally speaking large cities pay higher salaries than small cities and large cities are more likely to have a larger proportion of college-certificated principals than small cities. However, when we consider the three largest cities of Pennsylvania we find that in one the college group predominates, in another the normal group

TABLE 24

SALARIES OF ELEMENTARY-SCHOOL PRINCIPALS IN CITIES OF PENNSYLVANIA

SALARY-RANGE	STANDARD	NORMAL	COLLEGE	TOTAL
$1,050–$1,149	1	0	0	1
1,150– 1,249	0	0	0	0
1,250– 1,349	0	0	0	0
1,350– 1,449	1	3	0	4
1,450– 1,549	5	6	0	11
1,550– 1,649	8	5	0	13
1,650– 1,749	4	8	1	13
1,750– 1,849	12	10	1	23
1,850– 1,949	6	9	0	15
1,950– 2,049	14	12	3	29
2,050– 2,149	14	18	3	35
2,150– 2,249	12	12	4	28
2,250– 2,349	2	4	1	7
2,350– 2,449	3	9	7	19
2,450– 2,549	8	5	4	17
2,550– 2,649	5	5	10	20
2,650– 2,749	4	3	0	7
2,750– 2,849	9	8	10	27
2,850– 2,949	2	4	3	9
2,950– 3,049	7	6	9	22
3,050– 3,149	2	1	8	11
3,150– 3,249	1	0	2	3
3,250– 3,349	0	0	7	7
3,350– 3,449	1	1	2	4
3,450– 3,549	0	1	10	11
3,550– 3,649	3	0	3	6
3,650– 3,749	0	1	12	13
3,750– 3,849	2	11	2	15
3,850– 3,949	1	2	2	5
3,950– 4,049	9	15	33	57
4,050– 4,149	0	0	0	0
4,150– 4,249	0	0	0	0
4,250– 4,349	1	4	2	7
4,350– 4,449	0	0	0	0
4,450– 4,549	1	3	15	19
4,550– 4,649	0	0	0	0
4,650– 4,749	0	0	0	0
4,750– 4,849	0	0	1	1
4,850– 4,949	0	0	0	0
4,950– 5,049	0	1	2	3
Total	138	167	157	462
Median	$2,183	$2,162	$3,485	$2,635

predominates, and in the third standard-certificated principals predominate. In one of these large cities, 70 per cent of the elementary-school principals hold college certificates. In another large city 59 per cent hold standard certificates. Fifty-five per cent of the elementary-school principals in the third of these large cities are normal-certificated. No claim is made that the great difference between the median salary of college-certificated principals and that of the standard and normal-certificated principals is due wholly to certification or to the preparation that is represented thereby. There is no doubt, however, but that the better the preparation of a principal, the higher the salary that he is likely to receive, especially when his preparation entitles him to college-certification. Some of the cities of Pennsylvania have set minimum salaries based upon preparation. Many others follow the state code which also sets a minimum salary based upon certification. In a number of cities in Pennsylvania extra increments are provided for those who secure credit for advanced study.

Table 24 indicates the annual salaries of elementary-school principals in the cities of Pennsylvania.

Ages of Elementary-School Principals

The median age of elementary-school principals in the cities of Pennsylvania is fifty-one years. Crouch [11] found the median age of elementary-school principals throughout the country to be 47.4 years. Pennsylvania principals, then, tend to be somewhat older than elementary-school principals in general. Martin [12] found that the median age of principals in New England was 42.2 whereas Morrison [13] reported the median age of Ohio principals to be forty-seven years. When we consider the median age of each of the three groups, i.e., standard, normal, and college, we find striking differences. The median age of standard-certificated principals is fifty-five years. The median age of normal-certificated principals is forty-nine years, six years less than that of median standard-certificated principal. The median

[11] Crouch, R. A. "The Status of the Elementary School Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, p. 272.

[12] Martin, W. H. "The Status of the Elementary School Principal in New England," (1923), an unpublished report to the National Education Association, Department of Superintendence, p. 8.

[13] Morrison, J. C. *The School Principalship in Ohio Cities.* Ohio State University Studies, Contribution in School Administration, No. 2, May 15, 1926, p. 9.

college-certificated principal is forty-two years of age, seven years younger than the median normal-certificated principal and thirteen years the junior of the median standard-certificated

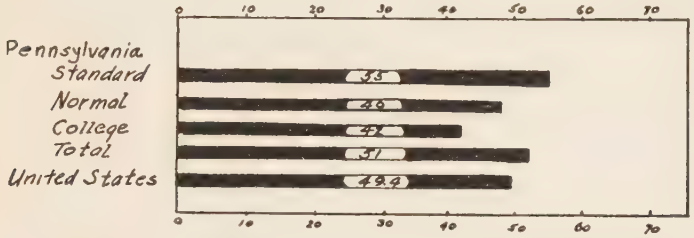

FIGURE 5. Median Age of Elementary-School Principals

principal. The younger principals tend to be the best trained whereas principals having the least training are the oldest of the three groups. In fact, only 13 per cent of the standard group are less than forty-five years of age, whereas 41 per cent of the normal group and 56 per cent of the college group are less than forty-five years old.

The Committee on Standards and Training for the Elementary-School Principalship [14] reported the median age for women supervising principals to be forty-eight years and for men supervising principals to be forty-three years. The same study reported that, so far as teaching principals are concerned, the median age of the women is approximately forty-four years and of the men thirty-nine years. That women constitute so large a proportion of principals having standard certificates doubtless accounts in part for the high median age. Since men form a large proportion of the college-certificated group we should expect a lower median age for this group. But even after making allowances for the factor of sex, it still remains true that the median age of the standard group is much higher than that for women principals throughout the country and that the median age of the college group is slightly lower than that of men principals throughout the country.

There were many instances of principals with but a few years of experience as principals who are more than sixty years of age. Apparently, in some cities of Pennsylvania there is a tendency to reward length of service by appointing teachers who

[14] Committee on Standards and Training for the Elementary School Principalship, *Seventh Yearbook, Department of Elementary School Principals,* National Education Association, 1928, pp. 171, 287.

are near the retirement age to elementary-school principalships. This may be justifiable occasionally, but when such action becomes frequent or possibly the accepted policy it gives rise to the question, are the schools operated to supply promotions to worthy teachers or to provide the best possible education for children? If the latter is the case, as no doubt all agree, then it is the business of the school directors to secure the best available material for each elementary-school principalship.

Length of Experience

The median length of experience of Pennsylvania principals is twenty-eight years as compared with the median experience of twenty-four years for supervising principals and twenty years for teaching principals in the country at large as reported by the Committee on Standards and Training for the Elementary-School Principalship.[15] Crouch [16] reported a median experience of twenty-six years for elementary-school principals throughout the country. Morrison's study [17] revealed a median experience of twenty-six years for Ohio elementary-school principals. Martin [18] reported a median of twenty years' experience for New England principals.

When we consider the median experience of each of the three groups of Pennsylvania principals, i.e., standard, normal, and college, we find differences similar to those reported concerning age medians. The median length of experience of standard-certificated principals is thirty-six years as compared with twenty-seven years for normal-certificated principals and twenty-one years for principals holding college certificates. Normal-certificated principals have had in general nine years' less experience than standard-certificated principals, whereas college-certificated principals, in general, have had six years' less experience than normal-certificated principals and fifteen years' less experience than principals holding standard certificates.

In Pennsylvania the principals with the most preparation

[15] *Ibid.*, pp. 172, 187.

[16] Crouch, R. A. "The Status of the Elementary School Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, 1926, p. 246.

[17] Morrison, J. C. *The School Principalship in Ohio Cities.* Ohio State University Studies, Contribution in School Administration, No. 2, May 15, 1926, p. 19.

[18] Martin, W. H. "The Status of the Elementary School Principal in New England," (1923), an unpublished report to the National Education Association, Department of Superintendence, p. 18.

have had the least total experience. There are two explanations of this fact. In the first place the requirement of college preparation for elementary-school work is a fairly recent tendency. Furthermore, given two persons of limited experience, the one having superior preparation stands a better chance of an appointment than does the one who is less well prepared.

FIGURE 6. Median Total Length of Experience of Elementary-School Principals

How do Pennsylvania principals compare with principals throughout the country as regards length of experience as elementary-school principals? The median for the Pennsylvania group is ten years. The Committee on Standards and Training for the Elementary School Principalship [19] reported a median of ten years for supervising principals and a median of seven years for teaching principals. Dyer [20] reported a median of eleven years for principals throughout the country. Martin [21] reported a median of eleven years' experience as principals for the elementary-school principals in New England. Pennsylvania principals have had about the same length of experience as principals as elementary-school principals in the United States as a whole have had. Considering the standard, normal, and college groups separately, we find that standard-certificated principals have been principals for eleven years; normal-certificated principals have been principals for ten years; college-certificated principals have been principals for seven years.

When we subtract the length of experience as principal from the total length of experience, we find the median length of experience which principals have had before appointment to the

[19] Committee on Standards and Training for the Elementary School Principalship. *Seventh Yearbook, Department of Elementary School Principals.* National Education Association, 1928, pp. 174, 288.

[20] Dyer, William Penn. *Activities of the Elementary School Principal for the Improvement of Instruction."* Teachers College, Columbia University, Contributions to Education, No. 274, 1927, p. 88.

[21] Martin, W. H. "The Status of the Elementary School Principal in New England," (1923), an unpublished report to the National Education Association, Department of Superintendence, p. 18.

office. Standard-certificated principals have had a median of twenty-five years' experience before becoming elementary-school principals. Principals in the normal-certification group have had seventeen years' experience before entering upon the work of the elementary-school principalship whereas college-certificated principals have had but fourteen years of such experience. Thus, it may be seen that the better the preparation, the earlier one may expect to be appointed to a principalship.

Kinds of Experience

Considering the elementary-school principals of Pennsylvania as a group, three hundred ninety-two, or 84 per cent, have had elementary-school teaching experience. Crouch [22] found that 87.1 per cent elementary-school principals throughout the country had taught in an elementary school and Dyer [23] reported

TABLE 25
Experience of Elementary-School Principals in Pennsylvania

Type of Position	Number	Percentage
Teacher		
Rural school	145	31
Elementary school	392	84
Junior high school	22	4
High school	50	10
Assistant principal		
Elementary school	59	12
Junior high school	4	0.8
High school	11	2
Principal		
Junior high school	5	1
High school	24	5
Supervising	2	0.4
Supervisor		
Rural	0	0
Elementary	13	2
Superintendent		
Assistant county	0.6	0.2
County	0	0
District	1	0.2

[22] Crouch, R. A. "The Status of the Elementary School Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, 1926, p. 245.

[23] Dyer, William Penn. *Activities of the Elementary School Principal for the Improvement of Instruction.* Teachers College, Columbia University, Contributions to Education, No. 274, 1927, p. 87.

that 87 per cent of the principals in his study had taught in an elementary school. Pennsylvania principals, then, seem to be typical of the country so far as their elementary-school teaching experience is concerned. The type of experience next most common among the Pennsylvania principals is rural-school teaching, one hundred forty-five, or 31 per cent, of the entire group having had such experience. Table 25 indicates the number and percentage of the entire group of elementary-school principals having had the various types of experience listed.

It is evident from the table that over four-fifths of the principals have had elementary-school teaching experience and nearly one-third have taught in a rural school. One-tenth of the principals have taught in high school. Dyer [24] found that sixty-two, or 9 per cent, of the principals in his study had had high-school teaching experience. Fewer than one-eighth of the principals have ever been assistant elementary-school principals. Very few have had any other kinds of experience in the educational positions listed.

How does the type of experience of elementary-school principals vary according to certification? Table 26 indicates the various kinds of experience that principals in each of the three groups have had.

Table 25 reveals the fact that a larger percentage of principals in the standard group than in either of the other two groups have had teaching experience in the elementary schools. In each group, however, more than three-fourths of the principals have had elementary-school teaching experience. Nearly one-half of those in the standard group have taught in rural schools, whereas fewer than one-third of the normal group and fewer than one-eighth of the college group have ever taught in country schools. An exceedingly small number of the standard group as compared with more than one-tenth of the normal group and nearly one-quarter of the college group have taught in high schools. A larger proportion of the standard group than of either of the other two groups have served as assistant elementary-school principals. This is explained in part by the fact that certain cities apparently require such experience before appointing a person to the principalship and it so happened that most of the principals in these cities hold standard certificates.

[24] *Ibid.*, p. 87.

TABLE 26

EXPERIENCE OF STANDARD, NORMAL, AND COLLEGE-CERTIFICATED PRINCIPALS

TYPE OF POSITION	PERCENTAGE			
	Standard	Normal	College	Total
Teacher				
Rural school	44	32	12	31
Elementary school	95	81	77	84
Junior high school	2	0.5	11	4
High school	1	11	18	10
Assistant principal				
Elementary school	9	7	6	12
Junior high school	0.7	0.5	1	0.8
High school	0.7	3	2	2
Principal				
Junior high school	0.7	1	0.6	1
High school	0.7	8	5	5
Supervising	0	1	0	0.4
Supervisor				
Rural	0	0	0	0
Elementary	1	1	5	2
Superintendent				
Assistant County	0	0	0.6	0.2
County	0	0	0	0
District	0	0	0.6	0.2

Stullken's [25] study of one hundred public-school surveys found that the typical person in the principalship was "a promoted teacher with much experience." Stullken [26] summarized the findings of the surveyors with respect to this point as follows:

"Often the principal was merely a promoted teacher who was inclined to be more progressive rather than aggressive as an educational leader."

TENURE

The median tenure of elementary-school principals in the cities of Pennsylvania is seven years. Crouch [27] found the

[25] Stullken, Edward H. "The Use of School Surveys in the Study of a Practical School Problem." *The Phi Delta Kappan*, Vol. XI, No. 5, February, 1929, p. 141.

[26] *Loc. cit.*

[27] Crouch, R. A. "The Status of the Elementary School Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, 1926, p. 266.

median tenure of elementary-school principals throughout the country to be 6.9 years. The Committee on Standards and Training for the Elementary School Principalship [28] reported the tenure for supervising principals to be 5.5 years and for the teaching principals, 4.59 years. Comparing the tenure of Pennsylvania principals with that of principals throughout the country we find that there is little difference between the two groups, although the principals in Pennsylvania have had the advantage of about one year.

When we look into the tenure of the standard, normal, and college groups considered separately, however, wide differences are revealed. The standard-certificated principals have a median tenure of ten years. The median tenure of normal-certificated

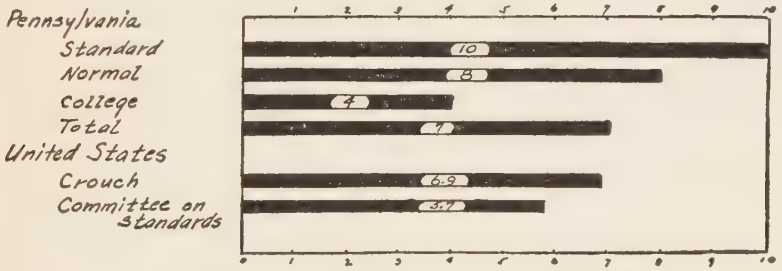

FIGURE 7. Median Tenure of Elementary-School Principals

principals is eight years and that of college-certificated principals is four years. Standard and normal-certificated principals have a longer median tenure than elementary-school principals throughout the country, the standard group having 25 per cent longer tenure than the normal group. The college-certificated principals have a median tenure only one-half as long as that for the normal group and little more than one-half as long as that reported for principals throughout the country. The median tenure of standard-certificated principals is 150 per cent greater than that for principals in the college group. Since a relatively stable profession is considered desirable, and since the college-certificated principals are the best prepared and tend to be the most successful if we are to give any credence to the findings

[28] Committee on Standards and Training for the Elementary School Principalship. *Seventh Yearbook, Department of Elementary School Principals.* National Education Association, 1928, pp. 174, 288.

reported in this study, some steps should be taken to increase the tenure of college-certificated elementary-school principals.

No doubt the fact that college-certificated principals are considerably younger than principals holding normal and standard certificates accounts in some measure for their short tenure. Also, the comparatively recent tendency on the part of elementary-school principals to secure degrees is an influencing factor in considering tenure. However, the data revealed that these facts were insignificant compared with the fact that the tenure of college-certificated principals is relatively short because they are rapidly securing "better" positions.

Character of School

The typical elementary school in Pennsylvania houses grades 1 through 6 with or without a kindergarten, there being about as many with as without. It cares for five hundred forty-four children taught by fifteen classroom teachers. Crouch [29] reported in 1926 that the typical elementary school throughout the country houses a kindergarten and the first eight grades. The tendency to adopt the 6-3-3 plan is no doubt responsible for the difference between the grading of the typical elementary school in Pennsylvania cities and the typical elementary school in cities throughout the United States. Crouch [30] reported that nearly 60 per cent of the elementary schools throughout the country house more than five hundred pupils. A study by the Committee of Standards and Training for the Elementary School Principalship [31] reported six hundred thirty-two pupils as the median cared for by supervising principals and two hundred eighty-seven pupils as the median cared for by teaching principals throughout the country. The same study reported that in the middle Atlantic states the teaching principal cares for three hundred sixty-nine pupils. Sargeant [32] reported that in one hundred sixty-nine cities the typical elementary-school principal supervises eighteen teachers. Pennsylvania principals, then, for

[29] Crouch, R. A. "The Status of the Elementary School Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, 1926, p. 225.

[30] *Loc. cit.*

[31] Committee on Standards and Training for the Elementary School Principalship. *Seventh Yearbook, Department of Elementary School Principals.* National Education Association, 1928, pp. 169, 285.

[32] Sargeant, Ide G. *Report of Committee on Educational Progress.* Bulletin, Vol. III, No. 1, Department of Elementary School Principals, October, 1923, p. 36.

the most part, preside over schools having a slightly smaller pupil enrollment than that of the typical elementary school, and a much smaller enrollment than that recommended by Dyer,[33] the Committee on Standards and Training for the Elementary School Principalship,[34] and McClure,[35] all of whom recommend schools of one thousand pupils. In the opinion of university professors, ideal elementary schools should house six hundred pupils.

As regards the median number of classroom teachers in elementary schools throughout the country Crouch [36] reports seventeen. The Pennsylvania schools, then, have only slightly fewer classroom teachers than the typical elementary school throughout the country.

What relationship exists between the principal's preparation and the grades in his school? In general the principals in the standard and normal groups preside over schools housing grades 1 through 6, whereas principals in the college group preside over schools housing a kindergarten and grades 1 through 8. As to the size of the school determined by the number of pupils housed, the median number of pupils in the schools presided over by principals in the standard and normal groups is found to be four hundred forty-six and four hundred eighty-one respectively whereas the median for the college group is seven hundred seventy-three. Frequently the size of a school is determined by the number of classroom teachers therein rather than by the pupil enrollment. Our data indicate that principals in the standard and normal groups preside over schools having twelve and thirteen classroom teachers respectively, whereas those in the college group have a median of twenty-one classroom teachers. Here again, as has been shown in so many of our tables, the standard and normal groups vary but slightly while the college group is outstandingly different from the other two. Principals in the college group as compared with those in the

[33] Dyer, William Penn. *Activities of the Elementary School Principals for the Improvement of Instruction.* Teachers College, Columbia University, Contributions to Education, No. 274, 1927, p. 53.

[34] Committee on Standards and Training for the Elementary School Principalship. *Seventh Yearbook, Department of Elementary School Principals.* National Education Association, 1928, p. 292.

[35] McClure, Worth. "Professionalizing the Principalship." *Elementary School Journal,* Vol. XXI, No. 10, June, 1921, p. 738.

[36] Crouch, R. A. "The Status of the Elementary School Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, 1926, p. 227.

other two groups preside over schools having higher grades, and about 60 per cent more pupils and classroom teachers.

Activities of Principals

Sixty per cent of the elementary-school principals of the cities in Pennsylvania are assigned to do part-time or full-time teaching exclusive of demonstration teaching. We shall call principals in this group teaching principals. Forty per cent of the elementary-school principals in Pennsylvania are not assigned to do any regular classroom teaching. We shall refer to these principals as non-teaching principals although they do some classroom teaching of their own volition for purposes of demonstration. The term "supervising principal" has been avoided because in the Commonwealth of Pennsylvania a supervising principal takes the place of a superintendent in small communities. Such a person is usually the high-school principal and supervises the instruction in one or more elementary-schools. One-half of the teaching principals are normal-certificated and more than one-third are standard-certificated, the remainder being college-certificated principals. Among non-teaching principals, one-half are college-certificated, more than one-fourth are normal-certificated and slightly less than one-fourth hold standard certificates.

Duties of Teaching Principals

Of all the normal-certificated principals, 59 per cent are assigned to some regular classroom teaching, whereas 47 per cent of the standard group and only 11 per cent of the college group are engaged in regular classroom teaching and are classified in this study as teaching principals. Sixty-six per cent of the teaching principals in the standard group and 54 per cent in the normal group devote from 80 to 100 per cent of their time to teaching, whereas of the eighteen teaching principals in the college group, approximately 50 per cent spend more than one-half and 50 per cent spend less than one-half of their time teaching. Among these teaching principals 43 per cent of the standard group spend no time in supervision and 40 per cent spend between 1 per cent and 20 per cent of their time in supervising or improving instruction, while 83 per cent spend less than one-fifth of their time in supervision, the most important work a

principal has to do. The normal group among teaching principals give slightly more time to supervision than the standard group for, although only 25 per cent give no time, 67 per cent give less than 20 per cent of their time to this important work of supervision. Two-thirds of the eighteen teaching principals in the college group give between 10 per cent and 30 per cent of their time to the supervision of instruction in their respective schools.

Nearly two-thirds of the teaching principals in the standard group and more than one-half of those in the normal group spend less than 10 per cent of their time on administrative duties, whereas nearly one-half of the teaching principals in the college group devote more than 20 per cent of their time thus.

It will be recalled that in general elementary-school principals of large schools were supplied with full-time clerks and the suggestion was made that the principals of smaller schools be given part-time clerical help. The answers to the question "What percentage of the time that you devote to school duties do you spend doing work that a clerk could do for you?" denote a surprisingly small need, in the opinion of principals, for clerical assistance. Of the teaching principals, nearly one-half of the standard group and one-third of the normal group report that they spend no time on clerical work that a clerk could do; nearly 90 per cent of the standard and normal groups and nearly 80 per cent of the college group spend less than 20 per cent of their time on work that a clerk could do for them. As far, then, as principals who are assigned to regular teaching duties are concerned, most of the time of the standard and normal groups is spent in teaching with but little or no time for the improvement of instruction in their schools, and apparently little time spent on administrative and clerical work. The college-certificated teaching principals, however, rarely teach full time and devote more than one-fifth of their time to supervision. This group also spends more time on administration and clerical work that a clerk could do for them than do either of the other two groups of principals. This is natural since college-certificated principals are in charge of schools having a larger pupil enrollment and consequently a larger teaching staff. Table 27 indicates the median percentage of time devoted to teaching, supervision, administration, and clerical work by teaching principals.

TABLE 27

MEDIAN PERCENTAGE OF TIME THAT TEACHING PRINCIPALS DEVOTE TO VARIOUS ACTIVITIES

ACTIVITY	PERCENTAGE			
	Standard	Normal	College	Total
Teaching	88.75	84.85	57.5	82.97
Supervising	4.75	12.04	22.0	11.16
Administering	6.83	10.54	18.75	10.43
Clerking	1.62	8.75	12.85	7.96

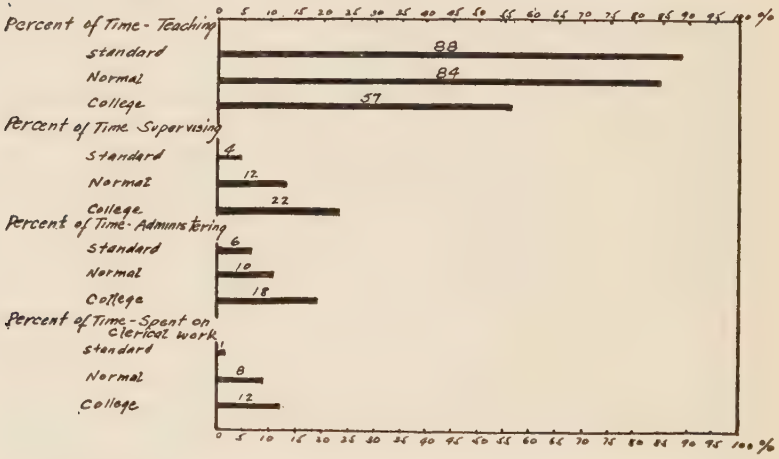

FIGURE 8. Approximate Median Percentages of Time Devoted to Various Activities by Teaching Principals

DUTIES OF NON-TEACHING PRINCIPALS

Forty-one per cent of all the principals in the normal group and 53 per cent of those in the standard group are non-teaching principals. Among principals having college certification 89 per cent are non-teaching principals. Of the non-teaching principals 41 per cent of the standard group and 38 per cent of the normal group teach less than 10 per cent of the time. Fifty-eight per cent of the college group teach less than 10 per cent of the time. Seventy-eight per cent of the standard group, 80 per cent of the

normal group, and 90 per cent of the college group teach less than 20 per cent of the time.

As for the time spent in supervision we find that 50 per cent of all non-teaching principals spend more than 50 per cent of their time in the supervision of instruction. In fact, 82 per cent of the standard and normal groups and 89 per cent of the college group spend between 30 per cent and 70 per cent of their time in supervision.

The median percentage of time spent in administration is 35.21 for the total group of non-teaching principals. Approximately 75 per cent of the three groups of non-teaching principals, standard, normal, and college, spend between 20 per cent and 50 per cent of their time in administrative duties.

As to the percentage of time non-teaching principals devote to clerical work that a clerk could do for them, the median for the total group is 12.07 per cent. Ninety-one per cent of standard and normal-certificated non-teaching principals and 96 per cent of the college group spend less than 30 per cent of their time on clerical work that a clerk could do for them.

It will be noted that the percentages of time devoted to the several types of activities by non-teaching principals differs very slightly for the standard, normal, and college groups. The college-certificated principals spend more time on administration than either of the other groups, probably because they are in charge of larger schools. They spend less time on clerical work than either of the other groups, probably because their schools are so large that clerical help is supplied. Table 28 indicates

TABLE 28

MEDIAN PERCENTAGE OF TIME THAT NON-TEACHING PRINCIPALS DEVOTE TO VARIOUS ACTIVITIES

ACTIVITY	PERCENTAGE			
	Standard	Normal	College	Total
Teaching	12.11	12.75	8.01	10.1
Supervising	51.	52.91	48.12	50.13
Administering	31.75	33.33	37.9	35.21
Clerking	14.29	12.5	10.39	12.07

the median percentage of time that non-teaching principals devote to teaching, supervision, administration, and clerical work.

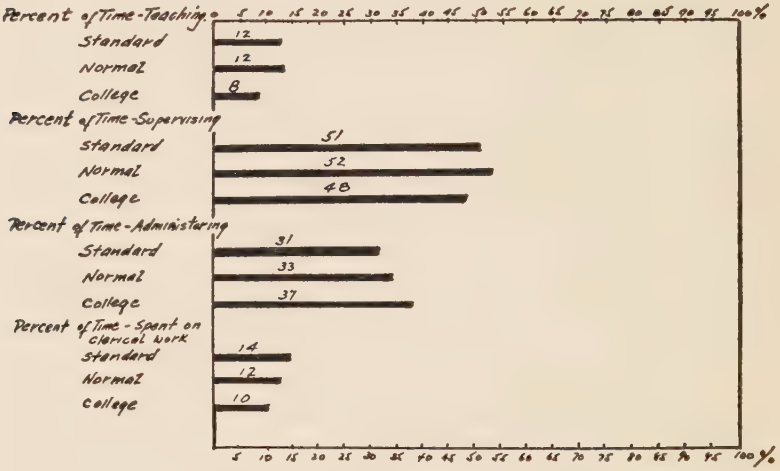

FIGURE 9. Approximate Median Percentages of Time Devoted to Various Activities by Non-Teaching Principals

A number of investigations have aimed to find how elementary-school principals spend their time. Table 29 gives the median percentage of time which principals devote to various activities as reported by a number of studies.

The Committee on Standards and Training for the Elementary-School Principalship [37] reports the ideal distribution of time of principals, as judged by supervising principals only, as follows: teaching 5.71 per cent, supervision 51.56 per cent, administration 24.87 per cent, clerical work 5.71 per cent.

There is considerable disagreement among the findings of the investigations concerning the relative percentages of time spent on the several types of duties that elementary-school principals perform. The differences are due to a number of factors including the size of the community in which the principal does his work. It is interesting to note, however, that the total group of non-teaching Pennsylvania principals comes closer to giving the ideal amount of time to supervision than any other

[37] Committee on Standards and Training for the Elementary School Principalship. *Seventh Yearbook, Department of Elementary School Principals,* National Education Association, 1928, p. 207.

group studied. This group of Pennsylvania principals devote more time to administrative work than is recommended as ideal. They also spend too much time on clerical work but are exceeded by Ohio principals and principals throughout the country as reported by two studies. To be sure, comparisons of this type

TABLE 29

MEDIAN PERCENTAGES OF TIME DEVOTED TO VARIOUS ACTIVITIES BY ELEMENTARY-SCHOOL PRINCIPALS AS REPORTED BY A NUMBER OF STUDIES

STUDY*	PERCENTAGE			
	Teaching	Supervision	Administration	Clerical Work
Present study, entire group ..	18.09	38.9	17.26	10.51
Committee on standards and training				
Supervising principals ..	4.18	33.94	30.07	18.94
Teaching principals	64.42	10.03	9.90	9.43
Crouch	8.7	34.1	33.8	13.5
Bates	0	36	51	10
Benson	0	34	40	12.5
Kuehny	0	24.4	43.6	31.1
Martin	22.9	19.5	39.3	6.1
Morrison	52	15	16	12
Flowers	3.3	30	44.8	16
English	9.7	26.1	43.6	10.2
Hampton	3.94	20.08	65.36	8.02

* The studies used in this table were:

Committee on Standards and Training for the Elementary School Principalship. *Seventh Yearbook, Department of Elementary School Principals.* National Education Association, 1928, pp. 206, 290.

Crouch, R. A. "The Status of the Elementary School Principal." *Fifth Yearbook, Department of Elementary School Principals.* National Education Association, 1926, p. 251.

Bates, Guy. "Functions of the Elementary School Principal." *Journal of Educational Method,* Vol. IV, January, 1925, pp. 178–84.

Benson, J. R. "The Division of the Principal's Time." *Elementary School Journal,* Vol. XXVII, No. 2, October, 1926, p. 94.

Kuehny, M. S. "The Effect of Daily Schedules or Programs." Bulletin Vol. V, No. 1, *Department of Elementary School Principals,* October, 1925, p. 45.

Martin, W. H. "The Status of the Elementary School Principal in New England," (1923) an unpublished report to the National Education Association, Department of Superintendence.

Morrison, J. C. *The School Principalship in Ohio Cities.* Ohio State University Studies, Contributions in School Administration, No. 2, May 15, 1926, p. 43.

Flowers, I. V. "The Duties of the Elementary School Principal." *Elementary School Journal,* Vol. XXVII, No. 6, pp. 419–20.

English, Mildred. "A Comparative Study of the Time Distribution of Rural and Urban Principals," Bulletin Vol. VII, No. 1, *Department of Elementary School Principals,* Oct. 1927, p. 13.

Hampton, W. O. Dissertation for the Doctorate. "How Public School Principals Use Their Time." University of North Carolina, 1926, Table X. (Unpublished)

cannot be drawn too finely because the questionnaire sent to Pennsylvania principals requested the percentage of time devoted to clerical work that a clerk could do whereas not all of the studies to which reference has been made qualified clerical work in this way.

As has been stated, the non-teaching principals apportion their time similarly regardless of preparation. Among the teaching principals, however, the college group spends much less time in teaching and more time in supervision than do the other two groups. This is due in part to the fact that a smaller proportion of the college group does full-time teaching than of the other two groups. In fact, among teaching principals 26 per cent of the standard and normal groups and only 1 per cent of the college group do full-time teaching.

Clerical Assistance

Fifty per cent of the principals in the cities of Pennsylvania have no clerical assistance whereas 40 per cent have at least one full-time clerk. It will be recalled that the median principal presides over a school of more than five hundred forty-four pupils, having fifteen classroom teachers. The number of principals having part-time clerical assistance or assistant principals is negligible. When we consider the clerical assistance of the standard, normal, and college groups separately, we find that, in general, principals having standard and normal certificates have no clerical assistance, only 21 per cent of the standard group and 26 per cent of the normal group having at least one full-time clerk, whereas 71 per cent of the principals holding college certificates have one or more full-time clerks. Since the principals in the college group have the largest schools we should expect them to have more clerical help than the other groups.

According to McGill [38] twenty-six cities out of thirty-five have a definite ruling with regard to clerical help. Of these the great majority base assistance on pupil enrollment, while a minority base assistance on the number of classroom teachers. Sargeant [39] found that only 30 per cent of more than 1,500 principals in cities

[38] McGill, E. P. "A Study of Clerical Help for Elementary School Principals." *Sixth Yearbook, Department of Elementary School Principals.* National Education Association, 1927, Chapter X, p. 231.

[39] Sargeant, Ide G. *Report of Committee on Educational Progress.* Bulletin Vol. III, No. 1, Department of Elementary School Principals, October, 1923, p. 36.

having a population of more than 10,000 had one or more full-time clerks. He recommends a full-time clerk for each building of fifteen classroom teachers and six hundred pupils. He believes the number of classroom teachers is preferable to the pupil enrollment in determining clerical help. Gist [40] reports that Los Angeles assigns a full-time clerk to all schools having a pupil enrollment of more than five hundred. Dyer [41] reports that 36.3 per cent of the principals have one or more full-time clerks. McGill [42] reports that 38 per cent of the principals in cities having a population of 75,000 and more have a full-time clerk, and that 52 per cent of these principals have no clerical assistance. The Committee on Standards and Training for the Elementary-School Principalship [43] reports the median pupil enrollment of schools having one full-time office clerk to be seven hundred eighty-five, and recommends that part-time help be furnished where full-time help is not justified.

It seems that Pennsylvania principals in general are rather better supplied with clerical help than principals throughout the country. However, it does not follow that they have the help that is justified. The report [44] from a national survey conducted by Columbia University indicates that nearly 40 per cent of the principals' time is spent on clerical work. The estimated cost of having these principals or "high paid" clerks do this work is $1,014 a year. Since a good clerk can be secured for $65 a month, says the report, or for $585 per school year, boards of education would save more than $400 on each principal that they supplied with clerical assistance, freeing the principal for the supervision of instruction in his school, his chief task. Sargeant [45] reported that of principals in more than one hundred

[40] Gist, A. S. *The Administration of an Elementary School.* Charles Scribners' Sons, 1928, pp. 306.

[41] Dyer, William Penn. *Activities of the Elementary School Principal for the Improvement of Instruction.* Teachers College, Columbia University, Contributions to Education, No. 274, 1927, p. 8.

[42] McGill, E. P. "A Study of Clerical Help for Elementary-School Principals." *Sixth Yearbook, Department of Elementary School Principals.* National Education Association, 1927, Chapter X, p. 230.

[43] Committee on standards and training for the elementary school principalship. *Seventh Yearbook, Department of Elementary School Principals,* p. 261, National Education Association, 1928.

[44] McGill, E. P. "A Study of Clerical Help for Elementary School Principals." *Sixth Yearbook Department of Elementary School Principals.* National Education Association, 1927, Chapter X, p. 230.

[45] Sargeant, Ide G. *Report of Committee on Educational Progress.* Bulletin, Vol. III, No. 1, Department of Elementary School Principals, October, 1923, p. 36.

cities, more than 50 per cent prefer commercially-trained clerks to teacher clerks.

The Teachers Supervised by the Principals

There are 6,374 classroom teachers under the supervision of the four hundred sixty-two elementary-school principals whose questionnaires have been used in compiling data for this study. Of these 6,374 classroom teachers, 80 per cent hold normal certificates, 6 per cent hold college certificates, and 14 per cent hold standard certificates. What differences, if any, exist with respect to the certification of the teachers who are under the supervision of the three groups of elementary-school principals? Table 30 indicates that the teachers under the supervision of both normal and college-certificated principals are practically identical as regards the percentage holding standard, normal, and college certificates.

TABLE 30

Number and Percentage of Standard, Normal, and College-Certificated Classroom Teachers Under the Supervision of Each of the Three Groups of Principals

Teacher	Under the Supervision of Principals Having					
	Standard Certification		Normal Certification		College Certification	
	Number	Percentage	Number	Percentage	Number	Percentage
Standard-certificated	397	24	249	10	237	9
Normal-certificated	1,194	73	1,959	84	2,003	84
College-certificated	82	3	120	6	133	7
Total	1,673	100	2,328	100	2,373	100

The certification of the teachers under the supervision of standard-certificated principals, however, is considerably inferior to that of teachers under the supervision of normal and college-certificated principals. This seems to be unfortunate in that the principals holding normal and college certificates, other

things being equal, are better able to improve the instruction of the teachers under their supervision than are principals holding standard certificates. The great majority of teachers, however, are seen to hold normal certificates. The excess of standard-certificated teachers supervised by standard-certificated principals is a condition common to the smaller cities but not entirely so. Although a larger proportion of teachers tend to have inferior training in small cities than in large cities, this is all the more reason for requiring the principals who supervise them to be well trained.

What proportion of the classroom teachers have taken courses for credit while they have been under the supervision of their present elementary-school principals? Table 31 answers this question.

TABLE 31

SEMESTER-HOURS' CREDIT EARNED BY MIDDLE TEACHERS OF PRINCIPALS

SEMESTER-HOURS' CREDIT	STANDARD		NORMAL		COLLEGE	
	Number	Percentage	Number	Percentage	Number	Percentage
0	23	20	50	40	57	46
1– 8	59	51	45	36	48	39
9–16	22	18	19	15	17	14
17–29	13	11	10	9	2	1
30–59	0	0	0	0	0	0
60–72	0	0	0	0	0	0
More than 72	0	0	0	0	0	0
Not reported	21		43		33	
Total	138		167		157	

A frequency distribution for the teachers of each principal was made according to the number of semester-hours' credit earned since coming under the supervision of their present principal in addition to those required by law to meet the standard requirements set by the state. The middle teacher was determined in each distribution. Table 31 gives the data for the "middle" teachers of all principals reporting. For example, 23 or 20 per cent of the "middle" teachers of standard-certificated

principals have earned no credit since coming under the supervision of their present principal as contrasted with 40 per cent of the "middle" teachers under the normal group and 46 per cent of the "middle" teachers under the college group of principals. This seems to indicate that the standard-certificated principals seem to be more successful than principals in the other two groups in getting their teachers to take in-service courses. However, since the tenure of college-certificated principals is only one-half as long as that of standard and normal-certificated principals, the teachers under their supervision have had but one-half the time in which to take in-service courses since coming under the supervision of their present principals. Of course the teachers under the supervision of the standard-certificated principals tend to have slightly less professional preparation and so probably are more in need of in-service training than teachers under the other two groups. Also, 85 per cent of the college-certificated principals have had courses in the supervision of instruction and so are probably better equipped to improve the instruction of their teachers through supervision. The college-certificated principals, also, have more time to devote to supervision than either of the other two groups.

Since the tenure of standard-certificated principals is 25 per cent greater than that for normal-certificated principals we should expect the teachers under the supervision of standard-certificated principals to have earned more credits since coming under the supervision of their present principals than teachers under the supervision of principals in the normal group. However, the former group shows more than a 25 per cent improvement over the latter group of classroom teachers. Since normal-certificated principals have held their present positions twice as long as college-certificated principals, their teachers, other things being equal, should have had twice as long in which to accumulate credits while under the supervision of their present principals. Although this study contains no data relative to the tenure of the classroom teachers in Pennsylvania, it is likely that it is comparable to that for elementary-school teachers throughout the country. In order to draw any definite conclusions such data would be necessary. However, it would seem that normal-certificated principals might more successfully encourage their teachers to take in-service courses.

Past and Future Plans of the Principal

Nearly one-third of the college-certificated group planned while engaged in pre-service preparation to become elementary-school principals whereas only about ten per cent of both the standard and normal groups entertained a like purpose. The great majority of present elementary-school principals, notably those in the standard and normal groups, planned to enter the field of education as elementary-school teachers. Fourteen of the college group planned to engage in high-school teaching and two hoped to secure teaching positions in institutions on the college level. Medicine or law was the goal of twelve principals in the college group. Other vocations mentioned once or twice by one or more groups include business, architecture, engineering, the ministry, nursing, music, research, farming, and elementary supervision.

Practically all of the standard group intend to remain in the work of the elementary-school principalship whereas about 15 per cent of the normal group and almost 40 per cent of the college group intend to transfer to other educational work. Only five of the eighty-eight principals desiring to leave the elementary-school principalship indicated a desire to transfer to work other than educational. Two of these wish to enter law, one prefers insurance, one desires to engage in real estate work, and one indicated a preference for physiotherapy. These data show

TABLE 32

Distribution of Reasons Given for Desiring to Leave the Elementary-School Principalship

Reason for Desiring to Leave the Principalship	Number of Principals			
	Standard	Normal	College	Total
1. Small salary	2	6	20	28
2. Narrow field with limited opportunities	1	4	16	21
3. Desire promotion	0	1	15	16
4. More interested in adolescents	0	1	8	9
5. Little or no opportunity for initiative	0	0	4	4
6. Position lacks dignity	0	0	3	3
7. Little responsibility	0	0	3	3

us that most elementary-school principals are content to remain in educational work. They also indicate, however, that the more extended the preparation of the principal, the less content he is to remain in the work of the elementary-school principalship. When we investigate the reasons for desiring to get out of the elementary-school principalship we find that "insufficient salary" leads all others with "narrow fields" and "desire for promotion" following closely. Some principals gave more than one reason. The reasons given appear in Table 32. Others which were mentioned once or twice include the following:

1. Too many clerical duties
2. Not enough time for teaching
3. Insufficient time to do real educational work
4. Too petty for a man
5. A lady's job
6. Desire for new experiences
7. Prefer to teach
8. Insufficient time to supervise
9. The best teachers are always being absorbed by the high schools.

To what kinds of educational work do these principals wish to transfer? An analysis of their choices is provided in Table 33.

TABLE 33

DISTRIBUTION OF POSITIONS DESIRED BY PRINCIPALS WHO WISH TO LEAVE THE ELEMENTARY-SCHOOL PRINCIPALSHIP

TYPE OF POSITION DESIRED	NUMBER			
	Standard	Normal	College	Total
1. Principalship of a junior high school	0	3	20	23
2. Principalship of a high school	0	5	9	14
3. Superintendency	1	3	10	14
4. Promotion	1	3	5	9
5. Teacher training	0	3	4	7
6. Elementary supervision	0	3	3	6
7. College teaching	0	0	3	3
8. Research	0	1	1	2
9. High school teaching	0	1	1	2
10. Psychologist	0	1	0	1
11. Americanization	0	0	1	1
12. Grade teaching	1	0	0	1

We have said that nearly 40 per cent of the college-certificated principals desire to leave the elementary-school principalship. Although not all of them gave reasons for this attitude, one-third gave "small salary" as the reason and one-fourth stated that the field lacks opportunities and that they desire promotion. The best prepared elementary-school principals are those who are not content to remain in the work. One-third of them wish to become principals of junior high schools and one-half of them desire a high school principalship. Apparently transfer to a position of this kind is regarded as a promotion. If the work of the elementary-school principalship were accorded the dignity it merits, adequate salary would be forthcoming. A single salary schedule would solve the problem. Certainly adequate financial recognition should be given to elementary-school principals with superior preparation.

CHAPTER IV

FORMER ELEMENTARY-SCHOOL PRINCIPALS

Preparation of Former Principals at the Time They Were Principals

Of one hundred sixty-three persons who served as elementary-school principals at some time during the period 1919-1928 and who are now engaged in other public educational work in the cities of Pennsylvania, fifty, or 30.5 per cent, held standard certificates, sixty-three, or 39 per cent, held normal certificates, and fifty, or 30.5 per cent, held college certificates when they served as principals. Throughout this chapter we shall refer to this group as former principals. This group of former principals is fairly representative. As compared with present principals, they show approximately the same percentage of standard-certificated principals, a somewhat smaller percentage of college-certificated principals, and a somewhat larger percentage of normal-certificated principals. Of the principals receiving an increase in salary of more than $400 upon leaving the principalship, more than 50 per cent were college-certificated, yet only 30 per cent of the former principals held college certificates. It seems reasonable to infer that persons leaving the principalship have a greater opportunity to better themselves financially if they possess superior preparation. Of one hundred sixty-three former principals, sixty-four, or 40 per cent, now are college-certificated, whereas only 30 per cent held college certificates at the time they were principals. Of these, 20 per cent hold graduate degrees. At present, then, 40 per cent of former principals hold college certificates as compared with 34 per cent among present principals. Of fifty former principals holding standard certificates at the time that they were principals, one now holds a normal certificate and four are college-certificated. Thus, only 10 per cent of former principals holding standard certificates at the time that they were principals have earned

normal or college certificates since leaving the elementary-school principalship. Of sixty-three former principals holding normal certificates during their service as principals, eleven, or 17 per cent, now hold college certificates. A larger percentage of normal-certificated principals who have left the principalship since 1919 earned degrees after they left than did normal-certificated principals remaining in the principalship.

Where Go the Elementary-School Principals?

To what kinds of positions do elementary-school principals go when they leave the elementary-school principalship for other educational work? Table 34 will throw some light on this question.

TABLE 34

First Position After Leaving the Elementary-School Principalship

Position	Percentage
Junior high school teaching	20
High school principalship	16
Teaching, grades 4, 5, or 6	16
High school teaching	14
Teaching, grades 7 or 8	10
No position	4
Assistant superintendency or the directorship of elementary education	4
Junior high school principalship	3
Teaching, grades 1, 2, or 3	3
Teacher training	1
Miscellaneous	9
Total	100

Nearly one-third of the principals became grade teachers after leaving the principalship. Many of these probably taught in the grades full-time while acting as principal for when relieved of the principalship they received an increase in salary, probably the regular annual increment. Apparently, then, these principals were receiving little or no additional salary for their services as principal. Very few in this group held college certificates at this time. One-fifth of the group of former principals transferred to

junior high school teaching, more than 50 per cent of whom held normal certificates at the time they left the principalship. Nearly one-fifth of the group of former principals transferred to the principalship of junior or senior high schools, more than three-fourths of them to the latter. Approximately 75 per cent of the elementary-school principals who transferred to the principalship of high schools held college certificates at that time. In all, of one hundred fifty-five elementary-school principals who have left the principalship since 1920 and who are now engaged in public education in Pennsylvania, more than 50 per cent left to become junior or senior high school teachers or principals, and, of these, 50 per cent held college certificates at the time they were principals of elementary schools. It would seem, then, that the high school, particularly the regular four-year and the senior high school, is taking many of the best trained people away from the elementary-school principalship.

Salary

To what extent is salary a factor in enticing the elementary-school principal away from the principalship? In the first position held after leaving the principalship:

14 per cent received a lower salary;
16 per cent received the same salary;
70 per cent received a higher salary.

Considering the standard, normal, and college groups separately, we find the following facts:

Principal	Percentage		
	Standard	Normal	College
Receiving the same or a lower salary ...	37	38	14
Receiving a higher salary	63	62	86

The median present salary of former principals is $2,000. This salary of $2,000 is $635 less than the median salary of present elementary-school principals in Pennsylvania. This would lead us to conclude that the principals who leave the principalship

although getting a high salary immediately are not better off financially after a few years than they would have been had they remained in the principalship. This conclusion, moreover, is substantiated when we consider the relationship between preparation and salary.

PRESENT MEDIAN SALARIES

PREPARATION	PRINCIPAL	
	Former	Present
Standard	$1,859	$2,183
Normal	1,891	2,162
College	2,800	3,485

Apparently former principals would be more prosperous in so far as salary is concerned had they remained in the elementary-school principalship. One would expect the median salary of former principals in the college group to have exceeded the median salary of present college-certificated principals since the proportion of men in the former group is 86 per cent whereas the proportion of men in the latter group is only 69 per cent.

EXPERIENCE

The median experience of former principals is nineteen years. This is nine years less than the median for present principals and significantly less than the median for elementary-school principals throughout the country. In fact, former principals as a group have had even less experience than present college-certificated principals. We tend to lose, then, to other types of educational work the principals who are relatively young in the educational field.

Of the one hundred sixty-three former principals, eighty-seven, or 54 per cent, served as elementary-school principals only during the whole or a part of the 1919-1928 period. Of these eighty-seven principals:

36 per cent had been principals for but one year;
24 per cent had been principals for but two years;

27 per cent had been principals for but three or four years;
13 per cent had been principals for but five to nine years.

Those who had been principals for but one or two years were those who changed positions for the same, less, or but slightly higher salary.

Age

How do former and present principals compare in age? The median age of former principals is forty, whereas the median age of present principals is fifty-one. The median age of former principals is less than that of any of the three groups of present principals. It is evident, then, that in general it is the young principals who are leaving the elementary-school principalship.

Sex

Seventy-four, or 45 per cent, of former principals are women, whereas 55 per cent are men. The proportion is approximately the reverse of that found among present principals. Thirty, or 70 per cent, of the former principals who were standard-certificated at the time that they left the principalship are women. Of these, two now possess other than standard certificates. This makes a smaller proportion of women in the standard group of former principals than in the standard group of present principals. Thirty per cent of the standard group of former principals are men as compared with 17 per cent among present principals. Fifty-four per cent of former principals who held normal certificates at the time they left the principalship are women and 46 per cent are men. This shows a somewhat smaller proportion of women and a larger proportion of men when compared with present principals in the normal-certificated group. Of the former principals who held college certificates at the time that they left the principalship, only 8 per cent are women, whereas 92 per cent are men. When we consider the present certification of former principals we find that of the college-certificated group 14 per cent are women and 86 per cent are men. Among present principals holding college certificates the proportion is approximately 30 per cent women to 70 per cent men.

Considering the preparation of former men and women principals separately we find the following percentages:

Principal	Percentage		
	Standard	Normal	College
Men			
Former principals, when principal	16.8	32.7	50.5
Former principals, present certification ..	12.3	24.9	62.8
Present principals	12.2	32.8	55.
Women			
Former principals, when principal	47.2	45.9	6.9
Former principals, present certification ..	44.5	40.5	15.
Present principals	43.1	38.6	18.3

From the above data it may be concluded that the women were less well prepared as former principals than are the women among present principals. The present preparation of former women principals is comparable to that of present women principals, the slight advantage being in favor of present principals. As for the men, former principals at the time that they were principals were less well prepared than present principals. When we consider the present preparation of former men principals as compared with that of present men principals we find that the former group is conspicuously in the lead. Thirty-five per cent of the men leaving the principalship are both normal school and college graduates. We tend to lose, then, from the elementary-school principalship the men who continually grow in service, the type of men we should endeavor to keep.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Total Group—Considering the whole group of elementary-school principals in the cities of Pennsylvania, disregarding certification, the data reveal the following facts:

1. The median elementary-school principal is a graduate of a two-year normal school and is normal-certificated.
2. The median elementary-school principal was a graduate of a two-year normal school at the time of appointment to the principalship.
3. Of four hundred sixty-two elementary-school principals in the cities of Pennsylvania approximately 30 per cent hold standard certificates, 36 per cent hold normal certificates, and 34 per cent hold college certificates.
4. Thirty-nine per cent of the principals hold degrees.
5. Thirty-four per cent of the principals are working for a degree.
6. Of four hundred sixty-two principals only 1 per cent have ever taken a leave of absence or resigned for purposes of study.
7. The education courses regarded as most valuable by principals are supervision, administration, tests and measurements, technique of teaching, child or adolescent psychology, educational psychology, the principal, psychology of elementary-school subjects, principles of education, and classroom management.
8. Fifteen per cent or more of the principals had each of the above-mentioned courses before becoming principals.
9. The median elementary-school principal has earned sixteen semester-hours' credit since appointment to the principalship.
10. The median principal has earned credit during three regular school years from 1919 to 1928.
11. The median principal has earned credit at summer session during only one summer from 1919 to 1928.

12. Thirty per cent of the principals engaged in remunerative work other than educational in addition to their work as principals during the period from 1919 to 1928.

13. Of the elementary-school principals in Pennsylvania, 57 per cent are women and 43 per cent are men.

14. The median woman principal holds a normal certificate.

15. The median man principal holds a college certificate.

16. The median annual salary of elementary-school principals in the cities of Pennsylvania is $2,635.

17. The median annual salary of women principals is $2,400; of men principals, $2,963.

18. The median elementary-school principal in Pennsylvania is fifty-one years of age.

19. The median length of educational experience of elementary-school principals is twenty-eight years.

20. The median length of experience as an elementary-school principal is ten years.

21. Eighty-four per cent of the elementary-school principals in the cities of Pennsylvania have had experience as elementary-school teachers.

22. The median tenure of Pennsylvania principals is seven years.

23. The typical elementary-school principal is in charge of a school that houses grades 1 through 6, that enrolls five hundred forty-four children, and that has a staff of fifteen classroom teachers.

24. The median elementary-school teaching principal spends his time as follows: 83 per cent, teaching; 11 per cent, supervision; 10 per cent, administration; 7 per cent, clerical work.

25. The median non-teaching principal spends his time as follows: 10 per cent, teaching; 50 per cent, supervision; 35 per cent, administration; 12 per cent, in clerical work.

26. Ninety-nine, or 21 per cent, of the elementary-school principals in the cities of Pennsylvania do full-time teaching in addition to their work as principals.

27. Fifty per cent of the principals in Pennsylvania have no clerical assistance.

28. Forty per cent of the principals in Pennsylvania have a full-time clerk.

29. Of all the classroom teachers under the supervision of

elementary-school principals, 80 per cent hold normal certificates, 14 per cent hold standard certificates, and 6 per cent hold college certificates.

30. Principals plan to become elementary-school teachers rather than principals at the time that they begin their professional training.

31. Eighty-one per cent of the elementary-school principals of Pennsylvania are satisfied to remain in the work of the elementary-school principalship.

32. More than ninety-nine per cent of the principals are satisfied to remain in some kind of educational work.

33. The median certification of former principals represents normal school graduation.

34. Of one hundred sixty-three former elementary-school principals, 30.5 per cent held standard certificates, 39 per cent held normal certificates, and 30.5 per cent held college certificates.

35. Of one hundred sixty-three former principals 40 per cent are now college certificated.

36. More than 50 per cent of the principals who leave the principalship become junior or senior high school teachers or principals.

37. The median elementary-school principal who leaves the principalship is a man.

38. Seventy per cent of one hundred sixty-three former principals who left the principalship between 1919 and 1928 went at once to higher salaried positions.

39. The median present salary of the former principals is $2,000.

40. The median age of the former principals is forty years.

41. The median length of experience of the former principals is nineteen years.

Standard, normal, and college-certificated principals—Classified according to certification, the data yield the following facts:

1. Of the ten most desirable courses in education 60 per cent of the standard-certificated principals have had four; 60 per cent or more of the normal-certificated principals have had five; 60 per cent or more of the college group have had each of the ten courses.

2. The median standard-certificated principal in the cities

of Pennsylvania has earned twelve semester-hours' credit since appointment to the principalship.

3. The median normal-certificated principal has earned thirteen semester-hours' credit since appointment to the principalship.

4. The median college-certificated principal has earned twenty-two semester-hours' credit since appointment to the principalship.

5. The median elementary-school principal of the standard and normal groups earned credit during three regular school years from 1919 to 1928.

6. The median college-certificated principal has earned credit during four regular school years from 1919 to 1928.

7. The median standard-certificated principal has earned no credit during the summer from 1919 to 1928.

8. The median principals in the normal and college groups have earned credit during one summer from 1919 to 1928.

9. Forty-five per cent of the standard-certificated principals ranked by their superintendents were among the upper 50 per cent of all principals ranked; 55 per cent were among the lower 50 per cent ranked.

10. Fifty per cent of the normal-certificated principals ranked by their superintendents were among the upper 50 per cent and 50 per cent were among the lower 50 per cent of all the principals ranked.

11. Sixty-five per cent of the college-certificated principals were among the upper 50 per cent of all of the principals ranked by their superintendents and 35 per cent were among the lower 50 per cent.

12. The median standard-certificated principal is a woman.

13. The median normal-certificated principal is a woman.

14. The median college-certificated principal is a man.

15. The median standard-certificated principal receives an annual salary of $2,183.

16. The median normal-certificated principal receives an annual salary of $2,162.

17. The median college-certificated principal receives an annual salary of $3,485.

18. The median standard-certificated principal is fifty-five years of age.

19. The median normal-certificated principal is forty-nine years of age.

20. The median college-certificated principal is forty-two years of age.

21. Standard-certificated principals have a median experience of thirty-six years.

22. Normal-certificated principals have a median experience of 27.5 years.

23. College-certificated principals have a median experience of twenty-one years.

24. Standard-certificated principals have a median experience as principals of eleven years.

25. Normal-certificated principals have a median experience as principals of ten years.

26. College-certificated principals have a median experience as principals of seven years.

27. Ninety-five per cent of the standard-certificated principals have had experience as elementary-school teachers.

28. Eighty-one per cent of the normal-certificated principals have had experience as elementary-school teachers.

29. Seventy-seven per cent of the college-certificated principals have had experience as elementary-school teachers.

30. The median tenure of standard-certificated principals is ten years.

31. The median tenure of normal-certificated principals is eight years.

32. The median tenure of college-certificated principals is four years.

33. The typical standard-certificated principal presides over a school or schools housing grades 1 through 6, caring for four hundred forty-six pupils and having a faculty of twelve classroom teachers.

34. The typical normal-certificated principal presides over a school or schools housing grades 1 through 6, caring for four hundred eighty-one pupils and having a faculty of thirteen classroom teachers.

35. The typical college-certificated principal presides over a school housing a kindergarten and grades 1 through 8, caring for seven hundred seventy-three pupils and having a faculty of twenty-one classroom teachers.

36. The median percentages of time that standard-certificated teaching principals spend on the various activities of the principalship are as follows: 88 per cent, teaching; 4 per cent, supervision; 6 per cent, administration, 1 per cent, clerical work.

37. The median percentages of time that normal-certificated teaching principals spend on the various activities of the principalship are as follows: 84 per cent, teaching; 12 per cent, supervision; 10 per cent, administration; 8 per cent, clerical work.

38. The median percentages of time that college-certificated teaching principals spend on the various activities of the principalship are as follows: 57 per cent, teaching; 22 per cent, supervision; 18 per cent, administration; 12 per cent, clerical work.

39. The median percentages of time that standard-certificated non-teaching principals spend on the various activities of the principalship are as follows: 12 per cent, teaching; 51 per cent, supervision; 31 per cent, administration; 14 per cent, clerical work.

40. The median percentages of time that normal-certificated non-teaching principals spend on the various activities of the principalship are as follows: 12 per cent, teaching; 52 per cent, supervision; 33 per cent, administration; 12 per cent, clerical work.

41. The median percentages of time that college-certificated non-teaching principals spend on the various activities of the principalship are as follows: 8 per cent, teaching; 48 per cent, supervision; 37 per cent administration; 10 per cent, clerical work.

42. Of ninety-nine principals who are assigned to full-time teaching, forty-eight principals, or 49 per cent, are standard-certificated.

43. Of ninety-nine principals who are assigned to full-time teaching, forty-nine principals, or 49 per cent, are normal-certificated.

44. Of ninety-nine principals who are assigned to full-time teaching, two principals, or 2 per cent, are college-certificated.

45. Twenty-one per cent of the standard-certificated principals have a full-time clerk.

46. Twenty-six per cent of the normal-certificated principals have a full-time clerk.

47. Seventy-one per cent of the college-certificated principals have a full-time clerk.

48. Of the classroom teachers under the supervision of standard-certificated principals, 73 per cent hold normal certificates, 24 per cent hold standard certificates, and 3 per cent hold college certificates.

49. Of the classroom teachers under the supervision of both normal and college-certificated principals, 84 per cent hold normal certificates, 10 per cent hold standard certificates, and 6 per cent hold college certificates.

50. Nearly one-third of the college-certificated principals took professional training with the intention of becoming principals, whereas only about 10 per cent of the standard and normal groups did so.

51. Approximately 100 per cent of standard-certificated principals are content to remain in the elementary-school principalship.

52. Eighty-five per cent of the normal-certificated principals are content to remain in the elementary-school principalship.

53. Sixty per cent of the college-certificated principals are content to remain in the elementary-school principalship.

54. Approximately 40 per cent of the college-certificated principals desire to transfer to some other kind of educational work largely because of the insufficient salary or limited opportunities offered by the elementary-school principalship.

55. More than 75 per cent of former principals who transferred to the principalship of a junior or senior high school are college-certificated.

56. Ninety-two per cent of the former principals who held college certificates at the time that they were principals are men.

57. Eighty-six per cent of the former principals who now hold college certificates are men as compared with 69 per cent among present principals.

58. Eighty-six per cent of former principals in the college group transferred to higher salaried positions as compared with 63 per cent of the standard group and 62 per cent of the normal group.

59. The present median salary of former principals in the standard group is $1,859.

60. The present salary of former principals in the normal group is $1,891.

61. The present salary of former principals in the college group is $2,800.

Conclusions

The conclusions drawn from the foregoing summary are as follows:

1. The percentage of elementary-school principals holding degrees is about the same for the cities of Pennsylvania as for the country at large.

2. Pennsylvania principals seldom take leaves of absence or resign their positions for purposes of study.

3. Only three out of ten of the most desirable courses in education as far as the work of the elementary-school principalship is concerned have been a part of the preparation of more than 50 per cent of Pennsylvania principals.

4. College-certificated principals are more likely to have had the desirable courses in education than either standard or normal-certificated principals.

5. College-certificated principals are better prepared professionally than either standard or normal-certificated principals.

6. The median college-certificated principal in the cities of Pennsylvania has earned more semester-hours' credit since entering the principalship than have the median principals in the standard or normal groups notwithstanding the fact that college-certificated principals have had much less experience than principals in either of the other two groups.

7. The median college-certificated principal has earned semester-hours' credit during more regular school years from 1919 to 1928 than the median principals in the standard and normal groups.

8. Principals tend to continue to earn semester-hours' credit after being college-certificated.

9. Elementary-school principals of Pennsylvania do not in general attend summer school.

10. The most poorly prepared principal grows least in service.

11. Principals do not in general hold other educational positions in addition to the principalship.

12. College-certificated principals are more likely to engage in work in addition to that of the principalship than principals having standard or normal certification.

13. College-certificated principals are more likely to be regarded successful by their superintendents than standard or normal-certificated principals.

14. Standard-certificated principals are less likely to be successful according to their ranking by superintendents than either normal or college-certificated principals.

15. College-certificated principals excel standard and normal-certificated principals in time given to supervision of instruction, the most important duty of elementary-school principals.

16. Superintendents recognize preparation as an outstanding qualification of elementary-school principals.

17. There are more women than men principals in the elementary schools of Pennsylvania cities.

18. The percentages of women and men principals in Pennsylvania are comparable to those for the country in general.

19. The median annual salary of elementary-school principals in the cities of Pennsylvania compares favorably with that for the country at large.

20. The median woman principal receives a lower salary than the median man principal.

21. The median college-certificated principal receives a very much larger salary than does the median standard or normal-certificated principal regardless of sex.

22. The median standard and normal-certificated principals receive a much lower salary than the median college-certificated principal.

23. The median salaries of standard and normal-certificated principals are but slightly different.

24. The difference between the salary of men and women principals in the same certificated group is slight.

25. The better the preparation the higher the salary, irrespective of sex.

26. The median elementary-school principal in the cities of Pennsylvania is older than the median principal throughout the country.

27. College-certificated principals tend to be younger than standard or normal-certificated principals.

28. Standard-certificated principals tend to be considerably older than normal or college-certificated principals.

29. College-certificated principals have had less educational experience than either normal or standard-certificated principals.

30. Professional preparation rather than experience seems to result in higher salaries.

31. College-certificated principals have a much better chance of appointment as elementary-school principals early in their career than standard or normal-certificated principals.

32. Standard-certificated principals have to wait longer for appointments to elementary-school principalships than normal- or college-certificated principals.

33. Elementary-school principals in Pennsylvania are usually promoted elementary-school teachers.

34. A larger proportion of standard-certificated principals than of either of the other two groups have served as elementary-school teachers.

35. The experience of college-certificated principals has been more varied than that of principals in the standard or normal groups.

36. The tenure of Pennsylvania principals is comparable to that for elementary-school principals throughout the country.

37. College-certificated principals are more mobile than principals in the standard and normal groups.

38. The typical elementary-school principal in Pennsylvania presides over a slightly smaller school unit than is the case throughout the country.

39. College-certificated principals preside over larger school units than standard or normal-certificated principals.

40. Elementary-school principals are required to devote too large a proportion of time to teaching and clerical work and have too little time for the supervision of instruction if we accept the "ideal" distribution of the principal's time as set forth by the Committee on Standards and Training for the Elementary School Principalship appointed by the National Education Association.

41. One out of five elementary-school principals in Penn-

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sylvania does full-time teaching in addition to his work as principal.

42. College-certificated principals are better supplied with clerical help than principals in the standard and normal groups.

43. The college and normal-certificated principals supervise a slightly better trained group of classroom teachers than standard-certificated principals.

44. Classroom teachers earn less credit while under the supervision of college-certificated principals than teachers under the supervision of either of the other two groups of principals. This is probably due in part to the fact that college-certificated principals remain in one position for a shorter time than normal or standard-certificated principals.

45. Teachers do not take professional training with the intention of becoming elementary-school principals.

46. Principals tend to be content to remain in educational work.

47. Nearly all of the standard-certificated principals are satisfied to remain in the work of the elementary-school principalship.

48. College-certificated principals are much more desirous of getting out of the elementary-school principalship than normal-certificated principals.

49. Among former principals, the men were not so well prepared when they were principals as are the men who are now principals.

50. Among former principals, the men are better prepared than the men who are engaged in the work of the elementary-school principalship at the present time.

51. Among former principals, the women were not so well prepared according to certification when they were principals as are the women who are now principals.

52. Among former principals, the women are still not so well prepared as are the women who are now in the principalship.

53. Pennsylvania has apparently lost from the elementary-school principalship the type of man who should have been retained in the work.

54. Pennsylvania is likely to continue to lose from the elementary-school principalship the type of man she should desire to hold in this important field for it is the college-certificated

men among the principals who desire to leave the elementary-school principalship.

55. Among former principals, the men have grown more in service since leaving the principalship than the women.

56. In general, when elementary-school principals leave the elementary-school principalship, they receive a higher salary in the position to which they go than they did as elementary-school principals. However, in many instances the increase seems to be merely that allotted on the basis of length of experience.

57. College-certificated principals receive a substantial increase in salary upon leaving the elementary-school principalship.

58. Standard and normal-certificated principals are much alike in regard to the following:

(*a*) credits earned in service
(*b*) salary
(*c*) size and character of school
(*d*) duties or activities
(*e*) clerical assistance
(*f*) planned to enter educational service as elementary-school teachers
(*g*) content to remain in principalship.

59. Normal and college-certificated principals are comparable as regards the following:

(*a*) certification of classroom teachers
(*b*) credits earned by classroom teachers while under the supervision of present principals.

Recommendations

The conclusions of this study lead to the following recommendations.

1. Elementary-school principals should be relieved from regular classroom teaching in order that they may have more time to devote to the supervision of instruction in their schools.

2. Although in general Pennsylvania principals are better supplied with clerical help than are elementary-school principals throughout the country, it is recommended that commercially trained clerks be provided to serve part-time in the larger of the schools now unprovided with full-time clerks.

3. College and normal-certificated principals should more suc-

cessfully encourage the classroom teachers under their supervision to grow continuously in service.

4. Steps should be taken to encourage men to enter and remain in the elementary-school principalship.

5. Women should be required to improve their preparation so that it compares favorably with that of men principals.

6. There should be equal preparation for equal work.

7. There should be a higher minimum salary for the college-certificated principal.

8. The practice of appointing to the elementary-school principalship standard-certificated teachers who are on the eve of retirement should be abandoned.

9. Steps should be taken to lengthen the tenure of the best prepared elementary-school principals.

10. Elementary-school principals should have at least the qualifications for college-certification.

11. The special certificate provided by the Commonwealth for elementary-school principals in Pennsylvania should include among its qualifications the requirements for college-certification and in addition should require that candidates have had courses in supervision, administration, tests and measurements, technique of teaching, child or adolescent psychology, educational psychology, the principal, psychology of elementary-school subjects, principles of education, and classroom management.

12. Higher institutions should provide special training for prospective elementary-school principals. This training should include the above-mentioned courses together with supervised practice in the work of the principal.

13. Higher institutions should offer seminars for principals.

14. All courses for principals should emphasize the practical aspects of the work.

15. Young men and women should be encouraged early in their careers to look toward the elementary-school principalship as their life work and prepare themselves accordingly.

16. The salary, duties, and prestige of the well-trained elementary-school principal should be commensurate with his ability. The well-prepared principal should be a contented principal, one who does not feel that he must seek new fields in order to secure adequate recognition.

APPENDIX

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QUESTIONNAIRE

LETTER TO SUPERINTENDENTS

SELECTED BIBLIOGRAPHY

STATE BLANK—*Page 1*

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
HARRISBURG

September 1, 1928

TO THE TEACHERS OF PENNSYLVANIA:

The information asked for herewith is needed from every public school teacher, supervising principal, supervisor and superintendent in the Commonwealth of Pennsylvania in order that the facts may be classified, analyzed, and evaluated in terms of present status and in terms of future needs and facilities for the preparation of teachers. You are therefore requested to fill out this blank carefully and in detail and return it to your Superintendent who will in turn forward the same to the Department of Public Instruction.

Sincerely yours,

JOHN A. H. KEITH,
Superintendent of Public Instruction

1. Name .....
   Last name First name Middle name (Also Miss, Mrs. or Mr.)
2. Address .....
   Town County State
3. Birth .....
   Month Day Year
4. Number of years in present position (Include 1928–29) .....
5. Total number of years of teaching experience (Include 1928–29) .....
6. Indicate by name and year the post high school institutions from which you have been graduated.

NAME OF INSTITUTION	YEAR OF GRADUATION	DEGREE
.....	.....	.....
.....	.....	.....

7. County in which now employed .....
8. School District in which now employed .....

STATE BLANK—*Page 2*

Note:—A Record of Your Teaching Experience, Preparation, Certificate and Salary is Desired f
Check in the Appropriate Columns the Appropriate Information.

I	II	III																		IV	V					
		Type of School Taught																			Preparation					
				Graded Elementary School					High School							Superintendent							Profession School			
School Year	Check With an X if You Taught	One-teacher rural school	Kindergarten	Grades 1, 2, 3	Grades 4, 5, 6	Grades 7, 8	Junior high school	Junior-Senior high school	Four year or Senior	Three year	Two year	Special teacher of Art, Music, etc.	Supervisor of Art, Music, etc.	Elementary Principal	High School Principal	Supervising Principal	County	District	Assistant County	Assistant District	Subjects Taught	Elementary School	High School	Two year Normal	Three year Normal	Four year Teachers College	College
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		1	2	3	4	5	6
1928–1929																											
1927–1928																											
1926–1927																											
1925–1926																											
1924–1925																											
1923–1924																											
1922–1923																											
1921–1922																											
1920–1921																											
1919–1920																											
*																											

* If the first year of teaching was previous to 1919–20 write data in the space above marked *.

STATE BLANK—*Page 3*

School Year 1928–29 and for Each Preceding Year Since 1919–20 that You Have Taught. for Sections IV, VI, VIII, IX, X Should Be Written Out.

VI	VII — Kind of Certificate Held (Check highest certificate for each year)																	VIII	IX	X	XI
															Commissions						
Indicate degree if any; e. g., A.B., B.S., M.A., Ph.D., etc.	Emergency	Partial Elementary	Partial Secondary	Provisional	Professional	County Permanent	State Permanent	Temporary Standard	Permanent Standard	Special (Old Form)	Normal Certificate	Normal Diploma	Provisional College	Permanent College	County Superintendent	District Superintendent	Asst. County Superintendent	Asst. District Superintendent	Yearly Salary Received	County in Which Teaching was Done	State in Which Teaching was Done	School Year
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
																						1928–1929
																						1927–1928
																						1926–1927
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																						1924–1925
																						1923–1924
																						1922–1923
																						1921–1922
																						1920–1921
																						1919–1920
																						*

QUESTIONNAIRE

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg
March 5, 1929

TO THE ELEMENTARY-SCHOOL PRINCIPALS:

We are trying to learn several things relating to the present status, trends, etc., of the work of principals of elementary schools. The only way to get this information is to ask those who know. You can fill out the following questionnaire without difficulty and I make bold to invite you to do so. The data will be used in summaries only and the report will be confidential in every way so that neither individuals nor schools can be identified. Two copies are enclosed so that you may keep one and compare it with the summaries and conclusions when published.

Anticipating your coöperation, I am,

Sincerely yours,
JOHN A. H. KEITH,
Superintendent of Public Instruction

Name .....Address .....

Part I. Information regarding the elementary-school principal and his school or schools. (Please fill in either 1 *or* 2, and *each* of the following items.)

1. Activities of the principal who is assigned part-time or full-time teaching exclusive of demonstration teaching.
   a. What percent of the time that you devote to your school duties do you spend on the average in teaching? _____%
   b. What percent of the time do you spend on the average supervising? _____%
   c. What percent of the time do you spend on administrative duties? _____%
   d. What percent of the time do you spend doing clerical work that a clerk could do for you? _____%
   e. Do you do full-time teaching in addition to your work as principal? Yes No (underline)

2. Activities of the principal who supervises instruction and who is *not* assigned to *any* regular teaching duties.
   a. What percent of the time that you devote to your school duties do you spend on the average in teaching? _____%
   b. What percent of the time do you spend on the average supervising? _____%
   c. What percent of the time do you spend on administrative duties? _____%
   d. What percent of the time do you spend doing clerical work that a clerk could do for you? _____%

3. Organization and character of the school or schools.
   a. How many full-time assistant principals have you? .....
   b. How many part-time assistant principals have you? .....
   c. How many full-time clerks have you? .....
   d. How many part-time clerks have you? .....
   e. How many classroom teachers are there in your school or schools?
   f. How many pupils are enrolled in your school or schools? _____
   g. What grades do you have in your school? (e.g., Kndg.-6) _____

4. Preparation.
   a. Give the year of graduation for each of the following types of institutions from which you were graduated *up to the time* of your first appointment as an elementary-school principal. Do *not* include any institutions from which you have been graduated since you became an elementary-school principal.

_____Elementary school	_____Three-year normal school
_____Four-year high school	_____Four-year normal school or teachers college
_____High school training class	_____Liberal arts college
_____One-year normal school	_____Technical school
_____Two-year normal school	_____Graduate school

   b. How many semester hours credit* have you earned since becoming an elementary-school principal? .....
   c. Are you working for a degree? Yes No What degree? _____
      From what institution? .....
      Do you hold the highest certificate to which you are now entitled? Yes No If not, to what certificate are you now entitled? .....
      .....
   d. Have you ever obtained leave of absence or resigned your position in order to study? Yes No
      Number of semester hours thus spent in study .....
   e. How many courses have you taken in each of the various fields listed on the following page?
   f. Which of these courses, so far as the materials included in them are concerned, do you think helped you *most* in your work as an elementary-school principal? Numbers (Use 1 to 20 as listed above) .....
   g. Which do you think were of least value to you in your work as principal? Numbers (Use 1 to 20 as listed above) .....
   h. Which do you think a principal should have *before* he or she engages in the work of principal? Numbers .....

* A course of one hour a week for a semester (from 15 to 18 weeks) usually carries one semester hour credit; a course of one hour per week for two semesters (an academic year) or a course of two hours per week for one semester usually carries two points of credit or two semester hours credit.

No.	A*	B	C	D	Courses
1.					Elementary school curriculum
2.					Supervision of instruction
3.					Administration (Including problems of classification, promotion, programing, building administration, budgets, supplies, etc.)
4.					Technique of teaching (Including courses in methods, lesson planning, organization of materials, etc.)
5.					Principles of education
6.					Philosophy of education
7.					History of education
8.					Educational sociology
9.					Educational psychology
10.					Tests and measurements
11.					Educational statistics
12.					Vocational or educational guidance
13.					Psychology of elementary school subjects
14.					Child or adolescent psychology
15.					Abnormal psychology
16.					Class management
17.					Comparative education
18.					The principal (Including such topics as the principal as professional leader, his relation to the community, to administrative officers, to teachers, to pupils, to parents, etc.)
19.					Extra-class or extra-curricular activities
20.					

* See legend on page 99.

Legend for blank on page 98

Legend: A—number of courses in education before beginning teaching
B—number of courses after beginning teaching but before becoming principal
C—number of courses since becoming principal
D—total number of courses (A + B + C = D)

i. Which, if any, do you think a principal should *not* have until after he has become an elementary-school principal? Numbers .....

j. What types of courses, if any, for which you have felt a need, have not been available? .....
.....
.....

5. Experience.

a. Indicate the length of the various kinds of teaching and administrative experience which you had *before* you became an elementary-school principal.

Rural teacher	____yrs.	High Sch. Prin.	____yrs.
Elem. Sch. teacher	____ "	Rural Supervisor	____ "
High Sch. teacher	____ "	Elem. Sch. Supervisor	____ "
Asst. Elem. Sch. Prin.	____ "	County Supt.	____ "
Asst. Jr. High Sch. Prin.	____ "	Asst. Co. Supt.	____ "
Asst. High Sch. Prin.	____ "	District Supt.	____ "
Jr. High Sch. Prin.	____ "	_____	____ "

b. Year of first appointment as an elementary-school principal? .....

c. Length of experience as an elementary school principal? _____yrs.

6. Personal data.

a. Did you plan to become an elementary school principal while yet a student and before you had held any teaching position? .....

b. What kind of work did you plan to engage in while you were yet a student and before you accepted a full-time position? .....

c. Do you plan to continue to be an elementary-school principal? .....

d. Do you plan to enter some other kind of educational work? .....

e. If so, what kind? .....

f. Do you desire to transfer to work other than educational? .....

g. If so, to what kind? .....

h. Why do you desire to get out of the elementary-school principalship?
.....

i. Why do you wish to engage in the work indicated in your answers to e or g? .....

j. Earnings *since* 1919 from sources other than the Board of Education. (Include *earnings* only and not the income from interest, rents, royalties, annuities, life insurance, etc.) Specify how you earned this additional income on blank lines below, indicating the number of years and *annual* amounts.

6. Personal Data—Continued.

Type of Work	*Years*	*Amt. recd. during reg. sch. yr.*	*Amt. recd. during summer vacation*
(1)_____	_____	$_____	$_____
(2)_____	_____	$_____	$_____
(3)_____	_____	$_____	$_____
(4)_____	_____	$_____	$_____
(5)_____	_____	$_____	$_____

7. Trends since September 1, 1919. Fill in appropriate figures for a, b, and c. Check in appropriate columns for items d through j.	Year from Sept. 1st to Aug. 31st.									
	1919 — 1920	1920 — 1921	1921 — 1922	1922 — 1923	1923 — 1924	1924 — 1925	1925 — 1926	1926 — 1927	1927 — 1928	Total
a. Number of credits * earned at summer school										
b. No. of credits earned during reg. sch. yr.										
c. Total number of credits earned										
d. Principal of evening elementary school										
e. Principal of evening high school										
f. Teacher in evening high school										
g. Teacher in summer school for teachers										
h. Principal of summer elementary school										
i. Principal of summer high school										
j. Engaged in summer camp work										

* Defined on page 97.

Part II. Information desired regarding classroom teachers who are under your supervision.

1. Number of classroom teachers under your supervision _____
2. How many of these possess a normal certificate? _____
3. How many of these possess a normal diploma? _____
4. How many (if any) possess a provisional college certificate? _____
5. How many (if any) possess a permanent college certificate? _____
6. Indicate the semester hours credit your teachers have earned *since* they have been under your supervision *in addition* to those required by law to meet the standard requirements set by the State.

a. Sem. Hrs. credit*	No. of Teachers
0	_____
1– 8	_____
9–16	_____
17–29	_____
30–59	_____
60–72	_____
More than 72	_____
b. Total No. earning credit	_____
c. Percent earning credit	_____%

Please return this questionnaire in the envelope enclosed herewith to Mr. Jonas E. Wagner, Director of Statistics, Research, and Reports, Department of Public Instruction, Harrisburg, Pennsylvania, at your earliest convenience but not later than March 13, 1929.

* Defined on page 97.

LETTER TO SUPERINTENDENTS

The following letter which was sent to school superintendents of Pennsylvania was sent out under the official heading of the Commonwealth of Pennsylvania, Department of Public Instruction, office of the Superintendent, Harrisburg.

March 6, 1929

Mr._____
Superintendent of Schools
_____, Pennsylvania
Dear Mr. _____:

We are making a study of several things relating to the present status, trends, etc., of the work of principals of elementary schools in Pennsylvania. In addition to the data which we are asking your principals to submit, we want you to do a few simple things for us.

First, we want you to rank your elementary-school principals. Consider all phases of the work and give the first rank to the most successful principal, the second rank to the second most successful, etc.

Second, using this list of qualifications

1. Executive ability, initiative, courage, leadership
2. Tact, diplomacy, coöperation, spirit of democracy
3. Justice, impartiality, fairness, open-mindedness, sincerity, honesty
4. Ability to discipline, ability to control
5. Kindliness, courtesy, sympathy, friendliness, refinement
6. Community interest
7. Professional up-to-dateness, awareness of present educational practices
8. Experience
9. Professional preparation, graduate study, scholarship
10. Supervisory ability, ability to improve instruction

indicate for each principal the qualifications which are out-standing and also those which are deficient.

Rank	Principal (by name)	Qualifications (by number)	
		Out-standing	Deficient

If you prefer to have some other person do this you are at perfect liberty to do so.

This request is accompanied by our assurance that your reply will be held in strictest confidence. The results will be used only in summary form and thus the identity of schools or persons can not be known. As a bonus for your coöperation, you will receive a copy of the summary and conclusions.

Please return this letter to Mr. Jonas E. Wagner, Director of Statistics, Research and Reports, Department of Public Instruction, Harrisburg, Pa., at your earliest convenience, but not later than March 13, 1929.

Sincerely yours,

(*signed*) John A. H. Keith

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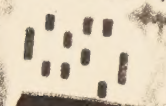

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